

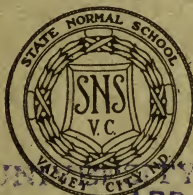
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The State Normal School

Valley City, North Dakota

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Twenty-Eighth Annual Catalogue

1918-1919



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Vol. XI THE BULLETIN No. 10

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The Teacher s Rewards

Is not the most influential man or woman in your neighborhood—town—city a teacher or supervisor of teachers?

The President of the United States, several Governors, innumerable Editors, many Congressmen were—and are—teachers.

Advancement is rapid because the demand for strength, vision, sympathy, teaching ability, extends the supply.

Private business competes—and bids high—for the capacity which successful teaching discloses more quickly and more clearly than almost any other work.

So essential is teaching ability to success in banking, editing, corporation managing, foreman-ing, etc., that the time will come when no college or technical school will give a degree until teaching ability is proved.

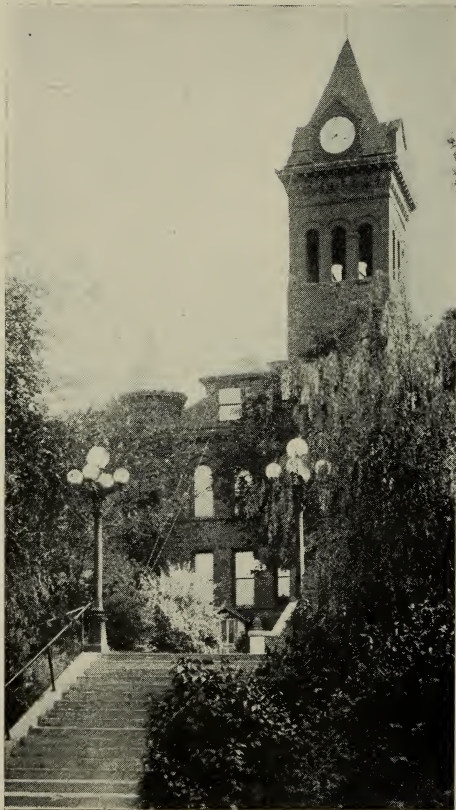
Any man who has successfully superintended a school system can walk any day into responsible private business.

No other work offers so many opportunities for quick development of character.

The durable satisfactions of life come faster in greater variety and stay longer for the live and growing teacher than for any other human being except the teaching person called by some other name.—Public Service.



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THE STATE NORMAL SCHOOL AT VALLEY CITY,
NORTH DAKOTA.

THE PURPOSE OF THE INSTITUTION

The State Normal School at Valley City, North Dakota, is maintained by the state for the purpose of training teachers for the elementary schools, both rural and urban. The curriculum and regulations of the school are formed therefore, with a direct reference to this double purpose—the instruction and training of teachers. The studies are selected with reference to their pedagogical value. It is not the aim to give a mere academic view of them. The school does aim to give the student a teacher's view of each subject, in order that he may be efficient in the education of others.

The teacher's knowledge is three-fold; first, of subject matter; second, of the individual to be taught; third, of methods of procedure, this to be acquired as an art in the training school. These are the three ends, but to make these three ends efficient, the school takes great pains that all candidates for its diploma are persons of high character.

By its practice in teaching and by its careful supervision of the student's life and work in the outside activities of the school, the institution hopes to initiate its students into life and to give them a knowledge of the ways of the world, so as to make them intelligent and interested citizens in the communities where they teach.

Thorough scholarship results from interested activity on the part of the student directed by wise instruction. Instructors in a Normal School should be specialists in subject matter as well as expert teachers. This school, fortunately, has such a corps of instructors, teachers as well as specialists.

Commenius says, "Let the things that have to be done be learned in doing them." Real skill in teaching can be best acquired by teaching. Abundant opportunity is afforded in the training school for practice in the art of teaching, the observation of children and of expert teaching.

But the practice of an art must be founded upon rational theory. The professional department of the institution offers ample opportunity for the study of psychology, particularly child psychology, educational theory, the observation of children in the training school, the kindergarten, and the play ground.

The atmosphere and discipline of the school are such as to influence the lives of students wholesomely, to advance the

standard of teaching, to elevate the teacher and through the teacher his work, and to promote the interests of the state by a general advance of intelligence, morality and culture of the people.

SUMMARY OF ENROLLMENT, 1917-1918**Normal School Department**

| | | |
|---|-----|-------|
| Graduates, December 22, 1917 | 19 | |
| Graduates, March 30, 1918 | 3 | |
| Candidates for Graduation, June 20, 1918..... | 107 | |
| Other Fifth-Year Students | 19 | |
| Other Fourth-Year Students | 103 | |
| Third-Year Students | 42 | |
| Second-Year Students | 67 | |
| First-Year Students | 76 | |
| Rural Students | 68 | 504 |
| Summer School Students, 1917..... | 576 | 576 |
| | | <hr/> |
| Total..... | | 1080 |

Department of Music

| | | |
|---------------------|-----|-------|
| Voice Pupils | 84 | |
| Piano Pupils | 222 | |
| Violin Pupils | 98 | |
| | | <hr/> |
| Total..... | | 404 |

Training School

| | | |
|---------------------------------|----|-------|
| Kindergarten | 41 | |
| First Grade | 26 | |
| Third Grade | 27 | |
| Fourth Grade | 23 | |
| Fifth Grade | 9 | |
| Sixth Grade | 35 | |
| Seventh Grade | 32 | |
| Eighth Grade | 36 | |
| Ninth Grade | 14 | |
| | | <hr/> |
| Total | | 263 |
| | | <hr/> |
| Grand Total | | 1747 |
| Less Number counted twice | | 404 |
| | | <hr/> |
| Net Total..... | | 1343 |

ADMINISTRATION

STATE BOARD OF REGENTS

Hon. Robert T. Muir, A. B. Sarles
Term Expires: July 1, 1923

Hon. George A. Totten Bowman
Term Expires: July 1, 1923

Hon. Lewis F. Crawford, A. M. Sentinel Butte
Term Expires: July 1, 1921

Hon. J. D. Taylor, M. D. Grand Forks
Term Expires: July 1, 1919

Hon. Charles E. Vermilya, A. M., S. T. B. Bismarck
Term Expires: July 1, 1919

Secretary of the Board

Charles Liessman Bismarck

FACULTY

PRESIDENT

GEORGE A. McFARLANDResidence, 1005 Fifth Avenue
Office, Main Building
Present position since 1892.

DEPARTMENT OF AGRICULTURE

SEYMOUR, JAMES HENRY.....Residence, 315 Riverside Ave.
Head Instructor, Rooms 501 and 503

B. Di., Iowa State Teachers' College, 1909; B. S. in Agricultural Education, Iowa State College of Agriculture, 1914; Graduate student, University of Iowa, summers of 1912 and 1916; Principal of public schools, Iowa, 1903-1909; Superintendent of schools, Iowa, 1910-1912; Assistant in agricultural education, Iowa State College, 1913; Assistant instructor, department of agriculture, State Normal School, Valley City, 1914-1915. Present position since 1916.

FATTIG, PERRY WILBUR*Residence, 633 Euclid Ave.
Assistant Instructor, Room 526

B. S., University of Ohio, 1911; M. S., University of Ohio; 1912; B. S., in Education, Ohio State Normal College, 1914; graduate student, Cornell University, 1914; Michigan State Biological station, 1915; Lake laboratory, 1916. Teacher, rural schools, Ohio, 1898-1901; teacher, principal, and superintendent of public schools, Ohio, 1901-1910; Acting instructor in biology, Trinity University, 1912-1913; Head instructor in biology, high school, Springfield, O., 1914-1916. Present position since 1916.

DEPARTMENT OF PUBLIC SCHOOL ART

DEEM, MARY GOODRICHResidence, 206 Riverside Ave.
Head Instructor, Room 327

M. C. L., Hillsboro College, 1886, Graduate student, Columbia University, 1903-1904, A. M. 1917. Teacher of rural and graded schools, Wisconsin and Indiana, 1891-1895; Supervisor of music and drawing, Mankato, Minn., 1895-1899; Winona, Minn., 1899-1903. Present position since 1905.

*Resigned April 1, 1918.

DODD, AGNESResidence, 210 Riverside Ave.
Assistant, Room 327

Graduate, Elementary curriculum, State Normal School, Valley City, 1913; Music and art curriculum, 1914. Supervisor, music and drawing, Courtenay, N. Dak., 1913-16; Libby, Mont., 1916-17. Present position since 1917.

DEPARTMENT OF COMMERCIAL STUDIES

CURTISS, CHARLES CARROLL.....Residence, Hotel Kindred
Head Instructor, Room 352

Graduate, State Normal School, Albany, N. Y., 1861; A. M., Hamilton College, 1868. Teacher, House of Refuge, New York City, 1856-1857; Principal, Tarryton, N. Y., 1857-1860; Principal, high school, Sing Sing, N. Y., 1860-1863; Instructor, Business College, Poughkeepsie, N. Y., 1864-1865; Instructor, Business College, Brooklyn, N. Y., 1865-1866; Instructor in bookkeeping and penmanship, State Normal School, Oswego, N. Y., 1866-1869; Superintendent, Rochester, Minn., 1869-1870; Instructor, State Normal School, Winona, Minn., 1870-1873; Supervisor of bookkeeping and penmanship, State Normal Schools, Winona, Mankato and St. Cloud, Minn., 1873-1874; President, Curtiss Commercial Colleges, Minneapolis and St. Paul, 1874-1906. Present position since 1906.

GREENWOOD, (MRS.) ANNIE S., Residence 103 S. Eighth Ave.

Assistant, Room 354

Graduate, Archibald's Business College, Minneapolis, 1900; Graduate, Business Course, I. C. S., 1906; M. C., American Business College, Minneapolis, 1912; graduate, Barnes' Shorthand School, St. Louis, 1913; Teacher's Certificate, Gregg Shorthand School, Chicago, 1916; Private secretary, stenographer and bookkeeper, 1901-1903; Private teacher of commercial subjects, 1901-1906. Present position since 1906.

COOK, ANNA KATHERINE.....Residence, 619 Conklin Ave.
Assistant, Room 355

Graduate, State Normal School, Valley City, 1908; Graduate student, 1908-1909. Present position since 1909.

DEPARTMENT OF EDUCATION

FINNEY, ROSS LEEResidence, 639 Euclid Ave.
Head Instructor, Room 129

S. T. B., Boston University; A. M., 1906; Ph. D., 1912; Pastor-
torate, 1902-1909; Instructor, philosophy and economics, Il-
linois Wesleyan University, 1909-1914. Present position
since 1914.

GRAY, OLIVEResidence, 633 Euclid Ave.
Assistant, Room 103

Graduate, Northwest Missouri State Normal School, Mary-
ville, 1908; Pd. M., State Normal School, Warrensburg,
Mo., 1911; Ph. B., in Education, University of Chicago,
1913; Graduate student, Universities of Colorado and
Chicago. Teacher, public elementary and high schools, Mis-
souri, Indiana. and Iowa, nine years; Instructor in methods
and psychology, Rochester Normal College 1908-12; Pro-
fessor of psychology and assistant in education, Colorado
State Normal School, 1913-16. Present position since 1917.

DEPARTMENT OF HOME ECONOMICS

FARNSWORTH, NELLIE WING*.....Residence, Sheyenne Apts.
Head Instructor, Room 550

Graduate, State Normal School, River Falls, Wis., 1893;
Stout Institute, Menomonie, 1905. Supervisor of music,
public schools, Madison, Wis., 1893-1898; Supervisor of
music, State Normal School, Duluth, Minn., 1901-1903. In-
structor, Stout Institute, 1906-1909. Present position since
1909.

SLY, FRANCES W.....Residence, Hotel Kindred
Acting Head Instructor, Room 550

B. S., Michigan State Agricultural College, Lansing, 1903.
Teacher, public schools, Lansing, 1903-09; Instructor in home
economics, Pendelton Academy; Pendleton, Ore., 1909-10;
10; Township high school, Lockport, Ill., 1910-13; High
school, Idaho Springs, Col., 1913-14; Supervisor of home
economics, elementary and high schools, Burlington, Iowa,
1914-17. Present position since January, 1918.

*On leave of absence.

CLARK, ESTHER A.....Residence, Sheyenne Apts.
Assistant, Room 552

Graduate, home economics curriculum, State Normal School, Valley City, 1914; B. S., South Dakota State College, Brookings, 1917. Teacher of home economics, public schools, Delano, Minn., 1914-16. Present position since 1917.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCES

WEMETT, WILLIAM MARKS.....Residence, 703 Euclid Ave.
Head Instructor, Room 128

Ph. B., Syracuse University, 1907; Ph. M., and Ped. B., 1908; student, Syracuse University Law School, and assistant instructor in history, 1907-1908. Instructor, high school, Albion, 1908-1909; Jacksonville, 1909-1910. Present position since 1910.

PURDY, LAWRENCE HENRY*..Residence, 320 Elmwood Ave.
Assistant (History, Science, and Athletics), Room 202

Graduate, State Normal School, Valley City, 1909; Graduate, State Normal School, Lewiston, Idaho, 1911; A. B., University of Wisconsin, 1915. Superintendent, North Dakota, 1909-1910; Idaho, 1911-1913. Present position since 1915.

PATTON, (MRS.) MARYResidence, Hotel Kindred
Assistant and Dean of Women, Room, West Stage, Auditorium.

Graduate, State Teachers' College, Ia., 1900; A. B., University of Chicago, 1901; A. M., 1912; Teacher, public schools, Ia., 1898-1900; Instructor, Central Normal College, Indiana, 1901-1911; Principal, Frances Shimer Academy; Mt. Carroll, Ill., 1912-1916. Present position since 1916.

KINDERGARTEN DEPARTMENT

LYFORD, GENEVIEVE L.....Residence, Cottage Dormitory
Head Instructor, Room 435

B. H. S., State Agricultural College, Oregon, 1899; Graduate, Kindergarten Normal School, Galesburg, Ill.; B. S., in Education, Columbia University, 1911; Graduate student, University of Chicago. Supervisor of kindergartens, Wat-

*Resigned January 1, 1918.

erloo, Ia., 1904-1908; Head instructor, kindergarten State Normal School, Warrensburg, Mo., 1908-1912; Instructor, University of Tennessee, summer, 1914; Head instructor, kindergarten, Iowa State Teachers' College, summer, 1917. Present position since 1912.

DEPARTMENT OF LANGUAGES

RAWLINS, CORA MONNIER.....Residence, 605 Normal Ave.
Head Instructor, Room 353

A. B., Northwestern University, 1892; A. M., 1893; Teacher rural and village schools, Illinois, 1882-1883; 1884-1885; Teacher, high school, Muskegon, Mich., 1892-94; Instructor, State Normal School, Valley City, 1894-1895; Preceptress and instructor, State Normal School, Madison, S. Dak., 1895-1902; Instructor, Beaver College, Beaver, Pa., 1902-1903; Instructor and librarian, State Normal School, Madison, 1903-1907. Present position since 1907.

McCOY, SUSANResidence, Hotel Kindred
Assistant, Room 251

A. B., University of Chicago. 1905; A. M., University of Wisconsin, 1916. Teacher, high school, Yankton, S. Dak., 1905-1908; Brainerd, Minn., 1908-1913; Fargo, N. Dak., 1913-1914. Present position since 1914.

DEWEY, MARTHA E.....Residence, 609 Normal Ave.
Assistant, Room 301

A. B., Aurora College, 1913; Graduate, Northwestern University School of Oratory, 1918; Graduate student, Harvard School of Physical Education, 1911; Summer session Northwestern University, 1914. Instructor, Mendota College, 1905-1911; Aurora College, 1911-1915. Present position since 1915.

CHASE, MAJEL JEANResidence, Sheyenne Apts.
Assistant, Room 256

A. B., University of North Dakota, 1916. Instructor of English, high school, Forman, 1916-17. Present position since 1917.

KITTEL, PAULA MARGARETHA,....Residence, Ladies' Hall
Assistant, Room 253

Graduate, State Normal School, Valley City, 1914. Present position since 1914.

THE LIBRARY

CRANE, HELEN MARY.....Residence, Sheyenne Apartments
Head Librarian, The Library

B. L. S., University of Illinois, 1905. Assistant librarian, Public Library, Moline, Ill., 1905-1906; Reference librarian, State Normal School, Terre Haute, Ind., 1906-1913. present position since 1913.

GATES, ANNA LAURA*.....Residence, 808 Tracy Ave.
Assistant Librarian, The Library

A. B., Hiram College, 1905. Instructor, high school, Hartford, Ohio, 1908-1909; Chardon, 1909-1910; Assistant, public library, Cleveland, Ohio, 1910-1914; Librarian and instructor, high school, Chagrin Falls, Ohio, 1914-1915. Present position since 1915.

BEACHEM, FLORENCEResidence, 915 W. Fourth Ave.
Second Assistant Librarian, The Library
Graduate, State Normal School, Valley City, 1916. Present position since 1916.

DEPARTMENT OF MANUAL TRAINING

SELDEN, FRANK HENRY.....Residence, 622 N. Sixth Ave.
Head Instructor, Rooms 527 and 529

Graduate, State Normal School, Edinboro, Pa., 1885. Principal, West Springfield Academy, 1885-1886; Instructor, State Normal School, Edinboro, 1889-1890; Instructor, University of Chicago, 1904-1909. Present position since 1909.

WUNN, JOHN WILLIAM.....Residence, Granger Addition
Assistant, Room 525

Ph. B., Morningside College, 1906; Graduate State Normal School, Valley City, 1913. Teacher and principal, rural and village schools, North Dakota; Editor and business man, 1906-1910. Present position since 1912.

DEPARTMENT OF MATHEMATICS

MEYER, JULIUS BANTLIN.....Residence, 814 Fifth Ave.
Head Instructor, Room 132

B. S., Purdue University, 1897; M. S., 1901; Graduate student, University of Chicago, summers, 1899, 1901, and 1903.

*Resigned May 1, 1918

Teacher, rural school, Indiana, 1892-1893; Instructor, high school, LaFayette, Ind., 1898-1904; Principal, 1904-1906; Principal, high school, Dixon, Ill., 1906-1908. Tau Beta Pi. Present position since 1908.

CRAIN, EDWARD P.*.....Residence, 715 Fourth Ave.
Assistant, Room 131

Graduate, State Normal School, Oshkosh, Wis., 1903; Ph. B., University of Wisconsin, 1907; Ph. M., 1912. Teacher rural schools, Wisconsin, 1896-1899; Principal, graded school, 1903-1904; Principal, high school, Oakwood, Wis., 1904-1905; Superintendent, Fond du Lac County schools, Wis., 1907-1909; Principal high school, Crystal Falls, Mich., 1910-1911. Present position since 1912.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND CHILD STUDY

WILLIAMS, CURTIS T.Residence, Shyenenne Apts.
Head Instructor, Room 130

A. B., Kansas State Normal School, Emporia, 1913; A. M., Clark University, Worcester, Mass., 1914; Ph. D., Clark University, 1917. Instructor, University of Arkansas, Fayetteville, 1914-15; Scholar in psychology, Clark University, 1913-14; Fellow in psychology, 1915-17. Present position since 1917.

KJERSTAD, CONRAD LUNDResidence, 219 Riverside Ave.
Assistant, Room 127

Graduate, Normal department, Augustana College, Canton, S. Dak., 1905; A. B., University of South Dakota, 1911; A. M. in education, 1916; Ph. D., in psychology, University of Chicago, 1917. Teacher, rural schools, South Dakota, 1905-07; Instructor in psychology and education and director of Normal training, Augustana College, 1911-15; Fellow, University of Chicago, 1915-16, Instructor in psychology, State Normal School, Winona, Minn., 1916-17; Sigma Xi, Science; Phi Delta Kappa, Education. Present position since 1917.

*Resigned January 1, 1918

DEPARTMENT OF PHYSICAL EDUCATION

SPALDING, FRED CLIFTON^k Residence,....718 N. Eighth Ave.
Director, Room 201

B. S., Hanover College, 1904; A. M., University of Wisconsin, 1916. Student, Training Class Y. M. C. A., Chicago, 1899-1900; Y. M. C. A. College, Chicago and Lake Geneva, summers 1901 and 1906; Graduate student, University of Chicago, 1908-10; University of Wisconsin, summers, 1913-1914, 1915; Columbia University, summer, 1916. Physical director, Hanover College, 1900-04; Winona Summer School and Boys' and Girls' Clubs, summers, 1902, 1903, 1904; Y. M. C. A. Elmira, N. Y., 1904-06; Hyde Park Department, Chicago, Y. M. C. A., 1906-10; Supervisor of physical education, public schools, East St. Louis, Ill., 1911-17. Present position since 1917.

CRANZ, RUTH BODEResidence, 410 Second St.
Director for Women, Gymnasium

Graduate, Chicago Normal School of Physical Education, 1910; Student, Chicago School of Civics and Philanthropy, 1910-1911. Physical director, playgrounds, Chicago, 1911-1913. Present position since 1913.

FARUP, JESSIE EVERS.....Residence, 523 W. Second St.
Assistant, Gymnasium

Graduate, New Haven Normal School of Gymnastics, 1914; Supervisor of physical training, Muskogee, Okla., 1914-1915. Present position since 1915.

DEPARTMENT OF PRACTICE

GOODIER, FLOYD TOMPKINS.....Residence, 806 Tracy Ave.
Supervisor of Practice, Room 421

A. B., Colgate University, 1903; A. M., Teachers' College, Columbia University, 1909; Teacher, public schools, Illinois, 1903-1908; Principal, township high school, Savana, Ill., 1909-1913; Head instructor, psychology and education, State Normal School, Platteville, Wis., 1913-1915. Present position since 1915.

HOGAN, RALPH MONTAGUE.....Residence, 303 Sunnyside Ave.
Principal and Head Critic, Junior High School, Room 432
Student, Central College, Fayette, Mo., 1907-08; Pd. B.,
State Normal School, Kirksville, 1911; S. B. in Education,
honors in mathematics, University of Chicago, 1915; A. M.,
1916; Teacher, rural schools, Missouri, 1908-10; Superin-
tendent, public schools, Wyaconda, 1910-11; Laddonia, 1911-
13; Caruthersville, 1913-15; Student assistant in education
in charge of experimental class in pre-vocational education,
University of Chicago, 1915-16; Acting professor of educa-
tion, Central college, 1916-17. Present position since 1917.

NORTON, SUSAN WHITTLESEY, Residence, Hotel Kindred
Critic, Fifth and Sixth Grades, Room 433
Graduate State Normal School, Peru, Nebr., 1894; A. B.,
Vassar College, 1898. Teacher, high school, Warrensburg,
Mo., 1898-1899; Critic teacher, State Normal School, Mad-
ison, S. Dak., 1899-1907; Superior, Wis., 1907-1910. Present
position since 1910.

BURNS, MARGARET CASH.....Residence, 719 Normal Ave.
Critic, Third and Fourth Grades, Room 423
Graduate, State Normal School, Oswego, N. Y., 1903. Prin-
cipal primary department, and supervisor of English,
Training School, Spelman Seminary, Atlanta, Ga., 1903-
1905; Critic teacher, State Normal School, Bay City, Mich.,
1909-1910. Present position since 1910.

FISHER, ALICE J.*.....Residence, 310 Normal Ave.
Critic, First and Second Grades, Room 422
Graduate, State Normal School, Valley City, 1895; Student,
Columbia University; University of Chicago; Teacher, pub-
lic schools, North Dakota. Present position since 1904.

GARDNER, MARYResidence, Hotel Kindred
Acting Critic, First and Second Grades, Room 433
Graduate, State Normal School, Oswego, N. Y., 1892.
Teacher, Public Schools, Duluth, Minn., 1892-1912. Present
position since 1913.

GIBSON, GRETТАResidence, Sheyenne Apts.
Assistant Critic, Junior High School, Room 432
Graduate, State Normal School, Platteville, Wis., 1916;
Assistant principal, high school, Elderon, Wis., 1916-17.
Present position since 1917.

*On leave of absence 1917-18.

- LOVE, ETHEL LOUISEResidence, Hotel Kindred
Assistant Critic, Fifth and Sixth Grades, Room 433
Graduate, Northern Illinois State Normal School, DeKalb,
1908. Teacher, public schools, Leaf River, Ill., 1908-11;
Evanston, 1911-13; Alhambra, Cal., 1913-15; DeKalb, 1915-
1917. Present position since 1917.
- IDTSE, ELLA M.Residence, 609 Normal Ave.
Assistant Critic, Third and Fourth Grades, Room 423
Graduate, State Normal School, Moorhead, Minn., 1915;
Teacher, public schools, Minnesota, 1915-17. Present posi-
tion since 1917.
- ELLIS, SARA FRANCESResidence, 633 Euclid Ave.
Assistant Critic, First and Second Grades, Room 422
Graduate, Standard curriculum, State Normal School,
Valley City, 1914. Principal, public schools, Hutchinson,
Minn., 1914-17; Teacher, public schools, Valley City, spring
1917. Present position since 1917.
- LYFORD, GENEVIEVE L.Kindergarten
See page 8
- GATES, ANNA L.Librarian
See page 10

Special Supervisors

- AMIDON, FANNY C.Music
- DODD, AGNESDrawing
- COOK, ANNA K.Penmanship
- FARUP, JESSIE E.Physical Education
- SLY, FRANCES W.Domestic Science
- WUNN, J. W.Manual Training

DEPARTMENT OF MUSIC

Voice

- WOODHAMS, EUGENE.....Residence, 310 Normal Ave.
Dean and Head Instructor in Voice, Room, East
Stage, Auditorium
Studied organ with R. A. Laslett-Smith; Harmony with
Harrison Wild; Voice with Clement Show and William
Wade Hinshaw, Chicago; William Shakespeare and Charles

Sullivan, London; Soloist, London and provincial concerts; Associated with Herwegh van Ende, Modest Altschuler and Cornelius Riebner in American concerts. Director of music, St. John's Cathedral, Savannah, Ga.; Church of the Holy Apostles, and St. Mary's, New York City, etc., Conductor, Plainwell and South Haven, Mich., Choral Societies; Director of music, Hillsdale College, Hillsdale, Mich., 1912-1915. Present position since 1915.

Violin

FROYSAA, KNUTE.....Residence, 604 W. First St.
Head Teacher of Violin, Room 444

Pupil of August Rojahn, Kristiansand; Gustav Fr. Lange, Christiania; Ewald Niegish, and Louis van Laar, Berlin. Present position since 1907.

Piano

WRIGHT, (MRS.) ASLAUG OLSON, Residence, Hotel Kindred
Head Instructor of Piano, Room 442

Pupil of Mrs. J. O. L. Moeller; Maurice Rosenfeld; Louis Campbell Tipton; Felix Borowski; Glen Dillard Gunn, Olaf Anderson, and others; Honor pupil at Chicago Musical College; Private teacher for several years; Head teacher of piano, Dakota Conservatory, Fargo, 1909-1912; Head teacher Normal department, Fargo Conservatory, 1912-1916. Present position since 1916.

OLSSON, HANNES S......Residence, Hotel Kindred
Assistant Teacher of Piano, West Stage Room, Auditorium
Student, Augustana College, Rock Island, Ill., Pupil, Walton Perkins, Kenneth Bradley, Brahm van der Berg, William H. Sherwood, Frederick Grant Gleason, and Adolph Weidig. Organist and choir-master, Chicago, and Aledo, Ill., Director of music, William and Vashti College, Aledo, Ill. Present position since 1915.

HEALY, LILLIAN G.Residence, 619 Second Ave.
Assistant Teacher of Piano, Room 444

Graduate, State Normal School, Valley City, 1905; Pupil New England Conservatory, Boston, 1905-1906; 1907-1908; Pupil of Harry R. Detweiler, Aurora, Ill., 1911-1912, summers, 1913 and 1915, and Effie Ellis Perfield, Chicago, 1915; Teacher of piano, State Normal School, 1908-1911; Private teacher, Valley City, 1911-1916. Present position since 1916.

Public School Music

AMIDON, FANNY C. Residence, Hotel Kindred
Head Instructor, Room 351

Graduate, New England Conservatory, 1892; Private pupil, 1898-1899. Teacher, Public Schools, Pa., 1888-1892. Teacher of Music, Seminary, Sugar Grove, Pa., 1892-1897. Present position since 1899.

WRIGHT, JOSEPHINE Residence, 707 Conkling Ave.
Assistant in Public School Music and Piano, Room 351

Graduate, public school music, State Normal School, Valley City, 1917; Piano, 1915. Teacher of piano, State Normal School, 1915-17. Present position since 1917.

DEPARTMENT OF RURAL SCHOOL STUDIES

WALLACE, BERT A. Residence, 705 Helena Ave.
Head Instructor, Room 106

Graduate, Normal School, Dixon, Ill., 1894; Advanced curriculum, State Normal School, Winona, Minn., 1898; A. B., University of Minnesota, 1917. City Superintendent, Minnesota, 1894-1897; Principal, Stillwater, 1898-1900; Supervisor of training school, State Normal School, and City superintendent, Mayville, N. Dak., 1900-1906; Superintendent, Traill county, 1907-1910. Present position since 1910.

VAN MIDDLESWORTH, EDITH Residence, 109 Fifth Ave.
Assistant, Room 106

Graduate, State Normal School, Geneseo, N. Y., 1893; B. E., State Normal School, Peru, Nebr., 1895; Student, Columbia University, summer, 1905; A. B., Nebraska Wesleyan University, 1908; Graduate student, Cornell University, summer, 1912; A. M., University of Nebraska, 1913; Graduate student, 1913-1914. Teacher, public schools, Nebraska, 1895-1901; Superintendent, training school, Nebraska Wesleyan University, 1901-1908; Critic teacher, State Normal School, Peru, 1908-1913. Present position since 1914.

DEPARTMENT OF SCIENCE

McMULLEN, LYNN BANKS.....Residence, 641 Euclid Ave.
Head Instructor, Room 228

B. S., De Pauw University, 1890; Graduate student, University of Chicago, summer, 1908. Principal, public schools, Ohio, 1895-1896; Assistant instructor, De Pauw University, 1896-1897; Instructor, Shortridge high school, Indianapolis, Ind., 1897-1908; Lecturer, Normal School of the North American Turnverein, Indianapolis, 1906-1908. Present position since 1908.

SWITZER, JESSE ELMERResidence, 808 Tracy Ave.
Instructor in Geography, Room 227

Graduate, State Normal School, Mt. Pleasant, Mich., B. S. University of Chicago, 1911; Graduate student, summers, 1911 and 1915. Teacher and superintendent, Michigan, 1902-1904 and 1908-1909. Present position since 1911.

AUSTIN, VIDA ALMEDA.....Residence, Sheyenne Apartments
Instructor in Biology, Room 229

Graduate, Northern Illinois State Normal School, DeKalb, 1906; B. S., Northwestern University, 1908; A. M., in Education, University of Illinois, 1911. Assistant instructor, Northern Illinois State Normal School, 1908-1909; summer terms, 1906 and 1909; Teacher of nature-study, Public Schools, Gary, Ind., 1911-1913. Present position since 1913.

PERRINE, LURA LIVONIAResidence, 609 Normal Ave.
Curator of Museums, Rooms 226 and 330

A. B., Albion College, 1880. Teacher, public schools, Lansing, Mich., 1880-1881; Rural and graded schools, North Dakota, 1890-1891; Instructor in natural sciences and curator of museums in present position since 1892.

McGUIGAN, MARYResidence, 712 Normal Ave.
Assistant in Physics and Chemistry, Room 228

Graduate, State Normal School, Valley City, 1916. Present position since 1916.

JEFFERSON, INA M.Residence, Sheyenne Apts.
Assistant Curator, Museum, Rooms 226 and 330

Graduate, State Normal School, Valley City, 1915. Teacher, public schools, North Dakota, 1915-1916. Present position since 1916.

ORGANIZATION OF THE FACULTY

| | |
|-----------------------------------|--------------------------|
| George A. McFarland (1892—) | President |
| Lynn B. McMullen (1908—) | Vice-President |
| Harvey E. Taylor (1912-13; 1915—) | Accounting Officer |
| H. G. Arnsdorf (1912—) | Registrar |
| Mrs. Annie S. Greenwood (1906—) | Secretary to the Faculty |

Hilda Winsted (1910—) **Matron, Ladies' Hall**

| | |
|---------------------------|----------------------------------|
| Amanda Erlandson (1916—) | Stenographer, President |
| Grace Bowen (1917—) | Stenographer, Accounting Officer |
| Eliza Barr (1917—) | Stenographer, Registrar |
| Elizabeth Tullius (1910—) | Custodian, Book Store |

OTHER EMPLOYEES

| | |
|----------------------------|---|
| John Sad (1899—) | Head Janitor and Custodian of Buildings |
| Fred Colby (1910—) | Superintendent of Grounds |
| W. J. Carroll (1912—) | Chief Engineer |
| W. R. Carroll (1917—) | Assistant Engineer |
| J. W. Dods (1917—) | Fireman |
| L. H. Heminger (1917—) | Fireman |
| Eugene Fletcher (1906—) | Janitor |
| Charles Lewzader (1915—) | Janitor |
| Millard Thompson (1915—) | Janitor |
| M. Hand (1916—) | Janitor |
| Mrs. Olivia Larson (1910—) | Janitress |
| Gunnar Forsen (1917—) | Teamster |
| Glen Colby (1914—) | Teamster |
| Fred Johnson (1917—) | Laborer |
| B. Kuester (1917—) | Laborer |

GENERAL INFORMATION

HISTORY

The State Normal School was located at Valley City by the Constitutional convention. The act founding it was approved on March 8, 1890, and the school was first opened on October 13 of the same year, in a room rented for that purpose. The first maintenance was provided for by an appropriation bill passed on March 2 and approved on March 7, 1892. A Board of Management was appointed and the school opened its doors for the second session on September 28, 1891, supported by funds appropriated by the state. Its first building was dedicated on September 6, 1892. Since that time it has erected or purchased for its use eight other buildings. The faculty has grown from one member in 1890 to nearly sixty instructors in 1918. The first class was graduated in June, 1894. There were three members in the class. In 1918 the graduating classes will number more than one hundred and fifty.

The following table shows the most significant facts in relation to the yearly growth of the institution:

| DATE OF OPENING | Number in Faculty | Number Students Normal Department | Total Number | Number Gradu- ates | Average Age | Summer School |
|-------------------------|-------------------------|--|-----------------|--------------------------|----------------|------------------|
| October 13, 1890..... | 1 | 21 | 21 | | | |
| September 28, 1891..... | 2 | 65 | 65 | | | |
| September 27, 1892..... | 5 | 116 | 116 | | 18. | |
| September 26, 1893..... | 8 | 140 | 256 | | 19.5 | |
| September 25, 1894..... | 8 | 164 | 245 | 3 | 19.5 | |
| September 24, 1895..... | 8 | 130 | 245 | 11 | 20.5 | |
| September 22, 1896..... | 8 | 143 | 206 | 5 | 20.5 | |
| September 27, 1897..... | 8 | 146 | 158 | 9 | 20.5 | |
| September 26, 1898..... | 8 | 144 | 180 | 1 | 20.2 | |
| September 27, 1899..... | 10 | 179 | 254 | 4 | 19.5 | |
| September 25, 1900..... | 10 | 170 | 237 | 13 | 19.2 | |
| September 24, 1901..... | 11 | 230 | 312 | 11 | 19.7 | |
| September 23, 1902..... | 14 | 300 | 477 | 18 | 19.4 | |
| September 24, 1903..... | 16 | 336 | 660 | 33 | 19.8 | 189 |
| September 27, 1904..... | 18 | 402 | 841 | 48 | 19.5 | 289 |
| October 3, 1905..... | 23 | 444 | 997 | 69 | 19.5 | 383 |
| September 25, 1906..... | 26 | 480 | 1119 | 88 | 19.4 | 443 |
| September 24, 1907..... | 30 | 623 | 1278 | 109 | 19.0 | 529 |
| September 29, 1908*.. | 40 | 624 | 1634 | 145 | 19.5 | 570 |
| September 28, 1909..... | 42 | 626 | 1427 | 133 | 19.3 | 580 |
| September 27, 1910..... | 47 | 622 | 1493 | 149 | 20.0 | 645 |
| September 26, 1911..... | 50 | 638 | 1552 | 160 | 20.0 | 648 |
| October 1, 1912..... | 54 | 737 | 1729 | 155 | 20.0 | 700 |
| September 30, 1913..... | 58 | 750 | 1778 | 185 | 20.0 | 734 |
| September 29, 1914..... | 59 | 700 | 1625 | 216 | 20.0 | 767 |
| September 28, 1915..... | 59 | 700 | 1713 | 218 | 20.0 | 697 |
| September 26, 1916..... | 62 | 674 | 1647 | 193 | 20.0 | 681 |
| October 2, 1917..... | 57 | 489 | 1224 | 165 | 20.0 | 579 |

As mentioned above, the State Normal School was originally under the control of a Board of Management of five members whose only interest was that of this one school. A law creating a Board of State Normal School Trustees was enacted in 1913, and all Normal Schools of the state were brought under its authority. This organization was superseded, in 1915, by the State Board of Regents, consisting of five members, who control all of the state educational institutions. Under their administration the state character and influence of the State Normal School is developing more fully. The institution is a child of the state. This particular school has sprung from the hearts of the pioneer people and it has been generously supported by them. During the commencement exercises in 1915, the close of the first quarter century of its service to the state was fittingly observed. Now the institution is in its second quarter-centennial period better prepared to lead young people into the profession of teaching than ever before.

LOCATION AND ENVIRONMENT

Valley City, the seat of Barnes county, is a thrifty little city of 6,000 inhabitants. It is located at the junction of two trans-continental railroads, the Northern Pacific and the Saulte Ste Marie, and, therefore, is of easy access from all parts of the state and the country. All trains stop at Valley City.

Valley City is one of the most up-to-date of the smaller cities in the Northwest. As a center of a large trade, and as cities of the Northwest. As a center of large trade, and as a city of industrial importance it stands high among the communities of its size. Its large, beautiful parks, and its streets and walks are well kept. The city has an excellent system of schools. A Carnegie free library offers advantages to students. Four newspapers are published. There are churches of nearly every denomination, and civic organizations are numerous and well supported. The largest flour mill in the state and the giant trestle of the Northern Pacific railroad are a constant source of interest. The site of the city is picturesque, beautiful, and healthful, and makes possible abundant opportunity for profitable field work in geography, geology, agriculture and nature study.

Valley City is a clean city with a high moral tone. Its people are hospitable. They co-operate readily with the authorities of the school to make the life of the student away from home as pleasant, profitable, and wholesome as possible. They

open their homes to students who do not make the dormitories their home, and provide an atmosphere conducive to work of a high grade.

Such homes are near the campus; and, in fact, the short distance of the school from the railroad stations, and the centers of the city's principal activities, even the arrangement of the buildings on the campus, are matters that save the student here much time and avoid unnecessary distraction from his everyday work. All of these conditions and influences, and many others, make Valley City an ideal place for a state educational institution.

GROUNDS

The campus of the State Normal School consists of approximately fifty acres of beautifully wooded park. It is bordered on the one side by the Sheyenne river and on the other by the tree-covered hillsides, with sufficient level upland for athletic grounds, school gardens, etc. It is a picturesque and beautiful campus, the object of much comment on the part of visitors, and estimated by many to be the most beautiful natural site for a school in the Northwest. The buildings are situated at the foot of the high bluffs to the rear of the campus.

In addition to the campus, the State Normal School has recently acquired an institution farm of some thirty acres, on the level river bottom west of the city, but only three or four blocks from the campus. On this farm are produced the vegetables for use in the dormitories and fodder for the teams, and for the cattle that produce the dairy products consumed in the dormitories and the department of home economics. There are model horse and cow stables, modern hog and poultry houses, a silo and other buildings, all designed to give students correct ideas of well-arranged farm buildings suited especially to the farms and the climate of North Dakota.

Classes in agriculture use a portion of the farm for demonstration purposes, putting into operation the theories expounded in the class room and learning in a practical way, among other things, the lessons of crop rotation, the treatment of seeds, the preparation of the soil, and the conduct of school gardens—valuable lessons that a teacher in an agricultural state needs to know.

Opportunity is also offered to learn in a practical way how to care for horses, cattle, and other live stock, how to administer the tubercular test, how to use the Babcock test, etc.

Many other practical applications are made in which the student learns by actually doing. Altogether, this institution is well equipped in order to allow teaching of this kind.

BUILDINGS

The work of the State Normal School is conducted in eight large buildings, all scientifically heated, lighted, and ventilated. The buildings used most for general purposes are the auditorium building, the science building, the main building, the training school and the industrial arts building. These are all so connected by enclosed corridors that students may pass from one to the other without going out of doors, making a desirable arrangement in a varying climate.

The auditorium building is at the west end of the group and contains, as its name implies, the general assembly room of the school. This great hall, capable of seating 1,200 persons, with its large stage and anterooms, will accommodate any dramatic or concert performance the school may lend its auspices to. On the floors below are classrooms used by the departments of history, mathematics, and rural school studies.

The science building, erected in 1903, furnishes the principal classrooms and laboratories for the teaching of physics, chemistry, geography, and biology. It also contains the lavatories and bathrooms used by the athletic teams and students in physical education. The library occupies a large part of the second floor, while the third floor is used for gymnasium purposes.

The main building, erected in 1892, while the smallest of the group, is named so because it is the oldest and is centrally located. Here are found the administrative offices of the school and the rooms occupied by the departments of public school art, commerce, public school music, and the museums.

The training school, erected in 1905, occupies the large building at the east end of the group. It contains four large classrooms, each seating two grades. These rooms are surrounded by numerous recitation rooms used by student teachers in the conduct of the different classes. This building also contains a small gymnasium for the use of children in the training school, offices of the supervisor and critics, library, toilets, and all the necessities to complete an up-to-date elementary school. The rooms on the third floor are used by the literary societies.

The industrial arts building, erected in 1911, is the newest building on the campus. It is of complete fire-proof construction and accommodates the departments of home economics,

manual training, and agriculture. The rooms on each floor are arranged to facilitate the progress of the different activities in these departments. Such arrangements are apparent in other buildings, and classroom and equipment throughout the institution are so related to each other as to allow for a maximum of efficiency in instruction. The State Normal School owns and operates its own central heating and lighting plant.

A system of numbering the rooms has been developed whereby the new student or stranger may find any room to which he may be referred by number. All rooms in the auditorium are numbered from 1 to 100, 25 numbers being devoted to each floor. The first floor, therefore, would contain all rooms numbered below 25; the second floor, all rooms numbered from 25 to 49; the third floor, all rooms numbered from 50 to 74; the fourth floor, all rooms numbered from 75 to 99. A similar plan obtains in science hall except in this building all rooms are numbered from 200 to 299; in the main building, they are numbered from 300 to 399; in training school, from 400 to 499; and in the industrial arts building, from 500 to 599. It is not to be understood, of course, that there are as many rooms as the highest numbers might indicate.

THE SCHOOL TERMS

The school year is divided into four terms, three terms of twelve weeks and a summer term of six weeks.

The first, or fall term, begins the last Tuesday in September or the first Tuesday in October as may be necessary to make possible the closing of the twelve-week term just prior to the Christmas season. The second term of twelve weeks begins the second Tuesday in January, closing late in March. The third term of twelve weeks usually begins the first Tuesday in April and closes with the commencement exercises.

On Friday of the week following commencement the six-week term begins. This summer term will close on the day prior to the day set by law for the August Teachers' examinations, the second Thursday and Friday of August.

MUSICAL ACTIVITIES

The State Normal School offers carefully graded courses in voice, violin and piano. The work is in charge of thoroughly competent instructors, and it has proved to be a very popular part of the students' activities in preparation for the teaching field. It is held that every teacher to be entirely successful,

should have some knowledge of music. For a detailed description of courses, fees, etc., see pages 94 to 98.

A large choral society maintained for the benefit of students and townspeople for the consideration of the best choral works, oratorios, cantatas, etc. During the mid-winter, this organization appears in a popular concert and during the spring music festival the society usually presents one of the standard oratorios with a symphony orchestra.

All students interested in orchestral work are eligible to become members of the State Normal School orchestra, conducted by the head instructor of violin. The orchestra is composed almost entirely of students and presents an excellent opportunity for students to become proficient in orchestral work.

A competent instructor is provided for students seeking an opportunity for band practice, or for private lessons on band instruments. Instruments are furnished for those who are unable to bring their own, and several rehearsals are held each week. The organization makes one or more public appearances during the year.

Beginning last year a class for "after school" violin instruction was organized. Lessons are offered for a very small fee, not only to beginning pupils of the training school, but to the pupils of the city schools, and students of the State Normal School. This attempt has proved to be so successful that classes in clarinet and cornet will be offered on the same basis in the future.

Three mornings in the week are devoted to singing. The entire student body meets in the auditorium during the chapel period for this purpose, and the work has been not only of especial benefit but an enjoyable part of the week's activities.

For the past two or three years, The Normalonians have represented the school in a musical way in many out-of-town concerts. The young ladies who form this organization are carefully selected for their vocal attainments, and while the membership may reach as high as thirty-five or forty, the number is limited for concert tours at the discretion of the director.

Opportunity is offered for those who have sufficiently good voices among the young men students to form a Glee Club with regular rehearsals each week under the direction of a competent instructor.

The department of music each year lends its auspices to a set of recitals and concerts by out-of-town artists, and from time to time has brought to the State Normal School such artists as Nordica, Melba, Schumann-Heink, Sembrich, Gad-

ski, Osear Seagle, Riccardo Martin, Marion Green, and others. Each year the department brings at least one of the famous artists to the auditorium. Six concerts usually comprise the pre-festival group. Students are presented with tickets of admission to all concerts when they enroll, upon the payment of a nominal fee.

Work in any of the branches of the department of music, which occupies one hour a day, either of lesson or practice, or both, and for which the instructor in charge shall give a passing grade, entitles the student to a half credit each term. Any student devoting double the amount of time will be entitled to a whole credit for each term of such work.

THE VALLEY CITY CHAUTAUQUA

The Valley City Chautauqua Association offers annually a program of instruction and entertainment, beginning during the last week of June and lasting for seventeen days. Every student of the summer school is presented with a season ticket to all programs without charge, further than the payment of \$2.50 required of all students upon matriculation. The noted orators, preachers, and lecturers of the country, musical organizations and artists, and entertainers of the better sort, appear on the various programs in the large steel auditorium in Chautauqua Park, making an unusual appeal to students, especially. While some of the programs necessarily conflict with regular class-work, the programs at the Chautauqua and the school are so arranged that students may avail themselves of all attractions of greatest educational value, and of all evening programs, and those announced for Sundays and Mondays. Arrangements may be made by students to camp on the grounds while the Chautauqua is in session, and enjoy outdoor life while attending school.

This Chautauqua assembly presents many phases of practical, modern educational experiments. The boys' and girls' encampments, as they have been conducted under the direction of the State Normal School, are worthy of the careful study of all persons interested in educational progress. The child-welfare and other departments have provided practical and valuable studies for students and teachers. Students are frequently called upon to assist in the conduct of this work and of the boys' and girls' encampments, thus securing a practical experience of much value.

LITERARY SOCIETIES

The students of the State Normal School support five voluntary literary societies. The senior society, the Atheneum, maintained for exercise in essay, debate, and parliamentary practice, is open to young men and young women and meets once a week for literary work. The Clionian Literary society offers the same opportunities to young women. The young men of the school maintain the E. B. C. society for the encouragement of debate and other forms of literary work. The Home Economics society also meets once a week, presenting programs that include papers of especial interest to students of that department, as well as debates, music, etc., and other features of the usual literary program. Also, students in the special Physical Education curriculum have this year organized a society for debate and literary work. Lastly, students of Curriculum I, almost without exception, attend the meetings of the Prairie Breeze society, the aim of which is to suggest how such work may be done effectively in rural communities. All of the literary societies hold their meetings in their respective halls each Saturday evening of the school year. During the year each society appears in a public program in the Auditorium. The work of this program, as well as that of the year, is done in competition for the Brownson prize.

DEBATE

In connection with the literary societies, opportunity is offered for special work in debate. Preliminary debates are arranged among the various organizations of the school to take place within the fall and winter terms. Early in the spring the two winning teams compete in a public debate for a trophy to be retained by the society securing it until won by another group in a subsequent contest. Each society's team must have appeared in at least two inter-society contests, and before winning the trophy must have debated upon both sides of the question. The Granger brothers, alumni of the State Normal School, offer annually three medals—a gold, a silver and a bronze—for the three debaters making the highest average in the entire series of contests. The question for debate in 1917-18 is: Resolved, That international alliances for the purpose of economic or industrial advancement should be declared illegal by the treaty that concludes the present war. This work in debate is done under the direction of Miss McCoy.

THE DRAMATIC CLUB

Students of the State Normal School maintain a dramatic club under the personal direction of the instructor in expression. Students interested are invited to meet once a week with the club for the study of the drama, the essentials and principles of stage business as a practical aid in staging school plays, and the best plays for such purpose. Suitable plays are presented at different times during the year and at least once each year the dramatic club produces one of the standard dramas in the auditorium, to which the students and general public are invited. In all of the work attempted by the dramatic club emphasis is laid upon methods of producing school plays, especially to give prospective teachers ideas and ideals valuable when they enter upon the teaching profession. Students are urged to join at least one of the organizations doing literary work. The dramatic club will offer three prizes in the school year 1918-19 for the three best dramatic recitations to be delivered in a contest held in the fall term. The contest is open to any student in school.

PRIZES

Various prizes are offered each year to students and student organizations participating in undergraduate activity. The Brownson Prize of \$25 is offered annually to the literary society doing the highest grade of work during the year. This prize is awarded by Hon. E. R. Brownson, of Williston, a member of the class of 1895, and a former member of the board of management of the State Normal School.

The Francis oratorical prize, offered by Mr. and Mrs. S. F. Francis, of Ayr, as a memorial to their little daughters, consists of the sum of \$25 annually for a period of ten years, beginning with 1911, to be distributed in amounts of twelve, eight, and five dollars respectively, among the three contestants ranking highest. The prizes are for excellence in oratory, and any student in the State Normal School may compete. The orations for next year's contest are to be handed in by the first Tuesday in January, so that the work of preparation should begin in the summer or early fall.

The Herrick Trophy is a loving cup provided by Mrs. Una B. Herrick, a former member of the faculty, now at the State Agricultural College at Bozeman, Montana. The trophy is awarded each year to the class in physical education winning

first honors in a performance in competition with the other classes. The trophy is held by the winning class until another class is successful in a subsequent competition.

An appropriate plaque is held by the literary society winning the annual championship in debate. The name of the society and the date is engraved on the trophy, and it is held by the winning society, until another organization wins it. Similar trophies are provided for the class winning the inter-class basketball championship, one for the boys' team and one for the girls'.

The Granger brothers, of Valley City, alumni of the State Normal School, each year provide a set of three medals—a gold, a silver and a bronze—to be awarded, respectively, to the three debaters of the inter-society teams, who receive the highest average score of the judges during the season.

The Dramatic club will offer a set of three suitable prizes for a contest in reading and expression to take place during the fall term. This contest will be open to any student in school. The nature of the prizes will be made known early in the fall.

The Aldahl-Beadle prize of \$25 is awarded by Mr. William J. Beadle, of Anaconda, Montana, as a memorial to Mrs. Beadle, a graduate of the State Normal School, and is presented in the spring to the young woman declared by a committee of judges to have accomplished the highest grade of work in the department of public school music.

Students who wish to compete for prizes or special honors should confer as early as possible with the instructor having supervision over the activity in which the student desires to compete.

ENTERTAINMENT TICKETS

Students are advised to secure course tickets for the Valley City Lecture Course and for the Artist or Pre-Festival Series of concerts, for the athletic contests, for the big Fall musical number and the Spring Music Festival. All students should have some money for lectures, entertainment, concert or games and by purchasing the season tickets, a great saving is made. These attractions constitute, in the opinion of the school, an important part of any student's education. Students are, therefore, not only urged but expected to take advantage of as many of these educational programs as possible.

SCHOOL PUBLICATIONS

Students have ample opportunity to elect journalism and editorial work as an undergraduate activity. The Normal School Budget, a weekly newspaper, is edited, published, and managed entirely by the student body. It is devoted to items of news concerning the school and its graduates, and forms a medium between the school and the local community, and the alumni. It has been made an attractive paper of four pages of six columns.

The members of the senior classes publish annually a book called The Blizzard. It is representative of the school and all its activities, and reflects and records rather completely all of the notable events of the school year. It is profusely illustrated.

All of the editorial work of the students is carefully supervised to make it as valuable as possible for those who take part in it. A class in journalism meets regularly each week for a more careful study of the elements entering into this work and to prepare prospective teachers to write items of school news for their papers on matters in which patrons of their own school are interested. The work of the various classes in composition and rhetoric frequently finds its way into these publications and thus they serve to vitalize the work of the language department.

The institution publishes The Bulletin, devoted to the professional aspects of teaching. The Bulletin is published monthly except August. The June number is the annual catalog. The Bulletin is forwarded regularly to any citizen in the state who may wish to receive it.

RELIGIOUS INFLUENCES

Any teaching sectarian in religion, or partisan in politics, is contrary to the policies of the State Normal School. The institution, however, aims to develop a high moral sense and a true Christian spirit among its students. A very simple religious exercise is a feature of each daily assembly. Students are urged to attend the church of their choice each Sunday.

Ministers of the various churches urge the students of their denomination to affiliate with church activity. At the beginning of the fall term a religious census is made of all students, and the names of students of each denomination are placed in the hands of the pastors of these denominations. Invitations are given to students to join in the various services of their

churches. Usually a reception is held by each church early in the term to give students and members of the church an opportunity to become acquainted. Always the pastor and the members of his congregation are anxious to make the life of the student away from home as pleasant and wholesome as possible.

The students also have organized Young Men's and Young Women's Christian Associations. Meetings are held regularly each week and are of a religious nature. These two organizations are of immense practical help to both the young men and the young women of the school. At the beginning of each term the Young Women's Christian Association co-operates actively with the office of the dean of women. New students are met at the trains and escorted to dormitories and homes. Usually a number of functions are arranged early in the term to give students an opportunity to become acquainted and to initiate them into the activities of the undergraduate body. New students are soon made to feel at home in their new environment.

The Young Men's Christian Association conducts an employment bureau to assist those students who may be compelled to offer service in return for board or room while attending the State Normal School. There is also a demand for young men to do odd jobs on Mondays and after school hours. A thorough canvass is made before the opening of school in the fall to find places where young men may work to help defray expenses. Prospective students wishing such positions should address the State Normal School. Such correspondence will then be referred to the president of the Young Men's Christian Association, who will endeavor to arrange a suitable place for the student to work. He will be notified of any arrangements made in his behalf.

Both of the Christian associations are represented each year at the Geneva conferences, where delegates spend ten days during the summer among some of the greatest educational and religious leaders in the world. Students who attend these meetings return in the fall and bring the inspiration, enthusiasm, and spirit of service back to their associations. Both organizations foster a wholesome spirit of good fellowship that is invaluable in a large group of young people.

A faculty committee on religious life co-operates with the Christian associations and the Christian influences of the community, and serves in something of an advisory capacity.

Wesley College offers each year, free to students of the State Normal School, a course of lectures on the fundamentals of the religious life. These lectures are given under the auspices of the Hazlett Foundation and during the past seven years have proved interesting, inspiring and instructive. They are entirely devoid of sectarian bias.

ATHLETICS

The students of the State Normal School support an athletic association. Football, basketball for both young men and young women, baseball, track work, tennis, and other activities are all fostered in their season. Expert coaches and instructors are provided. The school is a member of the Inter-state Athletic Conference, and its teams meet representative teams from such institutions as Jamestown College, the State Normal and Industrial School at Ellendale, the Northern Normal and Industrial School at Aberdeen, Concordia College and the State Normal School at Moorhead, the State Normal School at Mayville, the Luther College at Fergus Falls, and several other institutions.

The State Normal School, however, is more concerned with athletics as an outgrowth of the play spirit, to develop physically a large number of students, rather than developing a mere machine for winning games. It is the policy to give all students opportunity to play games and to learn the theory of games so that they may be helpful in the schools they are to teach later. Physical education of one form or another, best suited to the individual student, is required of all, together with some understanding of the laws of physical hygiene.

Considerable importance is attached to the inter-class games, and among the young men such games are held in almost every sport. The young women take part in basketball games to determine the championship among the classes. Tennis as an outdoor sport is indulged in by practically everyone, under the supervision of an able instructor. As much attention is given to the development of the physical student as to his growth in the knowledge of subject matter and methods; and in all that is done, the work is carefully supervised to make it as valuable to the student as possible. Learning to teach others the theory of the work, is made quite as important as proficiency in the different activities, although proficiency must result under a careful system of instruction.

ANNUAL HIGH SCHOOL DAY

The State Normal School has lent its auspices each year to an inter-scholastic track meet in which the high schools of the state are invited to enter athletic contestants. In order to assure absolute fairness in these events, the high schools of the state are classified according to the population of the towns or cities in which they are located. The contestants of a high school compete only with those of high schools in the same class, and therefore with young people who have had practically the same advantages for the development of athletic skill. A series of gold, silver, and bronze medals are awarded the winners of each class, and a trophy, usually a silver loving cup or a banner, is awarded the high school winning the greatest number of points in the meet. The meet is carefully supervised and all events are competently judged.

High schools are also invited to enter representatives in a state oratorical contest, usually held in the morning of the day set apart for the track meet. There are separate contests for boys and girls, and a series of medals is awarded to the winners. While in the city representatives from the different high schools are the guests of the State Normal School and entertainment and recreation is furnished after the track meet and the oratorical contests. A large number of the high schools of the state have sent contestants to these annual events, and the undertaking has proved very successful. Usually such contests are held late in the season and become a culmination of the work of the high school students to determine the championship in these different events.

A basketball tournament is also held under the auspices of the State Normal School each year. High schools from the southeastern section of the state enter teams to decide the district championship, the winning team playing for the state championship later, against the winning teams in other sections of the state.

ANNUAL PLAY DAY

An annual play day, in which pupils of practically all the schools in Barnes county take part, is fostered and promoted by the State Normal School each spring. Hundreds of children meet on the campus to sing patriotic songs and take part in athletics, sports and games, regulated and supervised by the athletic authorities of the school. At noon a picnic lunch is enjoyed in the city park, and in the afternoon a great parade

is held of school children and Normal School students. Many schools of the county provide decorated floats, and the merchants of Valley City enter decorated vehicles. Several bands furnish music, and altogether, the county play day is one of the most important events of the year to the children of the county. Students of the State Normal School have ample opportunity to study the arrangement culminating in play day and take part in its actual supervision. The result has been that as these students enter the teaching profession over the state, the number of county play days is increasing each year.

DEAN OF WOMEN

All students not rooming in the dormitories are under the direct supervision of the dean of women. She confers with students on all matters pertaining to their homes in Valley City, and makes it her first duty to see that all are comfortably located amid conditions compatible with the ideals of the school and a high grade of work on the part of the student. She frequently visits students' quarters to see that right conditions prevail, and confers with householders with a view to making the relation between student and landlady pleasant and successful.

Students should not engage rooming or boarding accommodations not approved by the dean of women, nor should they change their rooming or boarding places without first securing her approval. A form of contract is provided to be entered into by student and landlady, and a copy is filed with the dean of women.

The dean of women always has on file in her office a list of approved homes offering boarding and rooming accommodations to students. Unless previous arrangements have been made by the student, she should at once, after registering in the general office, consult with the dean of women. Accommodations in private homes are plentiful. No student need hesitate to come to Valley City on account of not having made previous arrangements for a good school home. Upon request the dean of women will make arrangements for a student before she arrives in Valley City, but it is generally advised that the student make her own choice of accommodations.

It is often possible for students to find homes where they may exchange service for board and room. All such arrangements should be made with the approval of the dean of women, and often she may assist students in finding such homes.

All cases of illness among students should be reported to the dean of women at once. She will give such care, assistance and advice as the case may seem to demand. Students not living in the dormitories should consult with the dean of women at least twenty-four hours before leaving the city at any irregular time, as in the case of week-end visits at home or elsewhere.

The dean of women acts as chairman of the social committee of the faculty, and is in general the social engineer and adviser in all social events taking place at the institution. Classes and organizations giving social functions should consult her before fixing a date and in general be guided by her advice and supervision.

Further, the time of the dean of women is at the disposal of all students who wish to consult her in the absence of parents. It is to be understood that her relation is that of the helpful friend. Nothing which affects the comfort or well being of any student is too small or too trivial to be brought to her attention. Thus, with her help added to that of the faculty adviser, no student need feel friendless or lonely while a member of the State Normal School. The institution has vested her with large authority but it is hoped that her relation to students will be friendly and helpful rather than authoritative.

DEAN OF MEN

Professor J. E. Switzer has been appointed dean of men. He is at all times ready to confer with the young men students of the Normal School and to give helpful advice on matters pertaining to their personal welfare.

SOCIAL LIFE

Not less important than the academic work are the influences that come from the other sides of school life. From its associations, not infrequently, are derived the best and most lasting results.

The social activities of the school, directed by a committee of the faculty of which the dean of women is chairman, are intended to create a closer social relation between teacher and student and among the students themselves; to furnish a wholesome social environment; and to offer a healthful means of general culture that the classroom alone cannot give.

Among the annual social events are the parties given in the fall and winter terms by the faculty to the student body; the Hallowe'en frolics, and the entertainment given to the "N" men and the winning basketball team on February twenty-second.

One afternoon every week from 4:30 to 6:00 o'clock the gymnasium is open to the students and faculty for informal dancing. At these afternoon functions, which are given under the auspices of the Women's League of the school, the students are given the opportunity of meeting in a social way the ladies of the city.

To develop initiative and a healthful spirit of self-reliance and good fellowship, each year's class is permitted to give one party at some time during the school year. Advantage is also taken of the beautiful Sheyenne valley and the open rolling country about Valley City for picnics and cross-country walking parties.

The social diversions are not permitted to interfere with the scholastic work, but are so distributed throughout the weeks and months of the year that the students return from them with renewed energy and interest for their work, and under the guidance and with the companionship of cultured and experienced men and women, such diversions are conducive to a well-rounded cultural as well as intellectual life.

DORMITORY LIFE

The State Normal School now owns and conducts three fine dormitories where young women students may live under conditions modern in every way. Everything is furnished the student, except soap and napkin ring. This is all the student is asked to bring from home.

Usually two students occupy one room, but in a few instances, three occupy the same room. Students are assigned to rooms and permitted to select their room-mates, except where such a choice would be unwise from the standpoint of the student's own progress. All rooms are furnished with individual beds, dressers, and mirrors; and in accordance with the best principles of sanitation. A vacuum cleaning system is operated throughout the buildings, and all rooms are steam-heated, and the temperature is scientifically regulated. There is ample parlor space, and two spacious dining halls are used.

A matron has direct supervision over the young women in the dormitories. She is assisted by one lady member of the

faculty in each building. The matron was for some years a superintendent of nurses in a large hospital and is particularly well qualified for such a position. Regular hours are observed in the everyday life at the dormitory. Breakfast is served promptly at 7:30; dinner at 12:30; and supper at 6:00 o'clock. Study hours are observed from 7:30 to 10:30 each evening and the lights are out at 11:00 o'clock. These hours are changed somewhat during the summer months and on Sundays. Study hours are not observed on Saturday and Monday evenings, but the student is required to be in her room at 10:00 o'clock.

Many social diversions are indulged in during the season. Social evenings are often held in the parlors during the winter, and in the summer the young ladies often enjoy a picnic lunch in the groves near the river. Social life of a wholesome nature is encouraged and recognized social usages are observed.

THE MONITORIAL SYSTEM

A monitorial system is in vogue in this institution, which provides for a quiet study hall during the day when students are not attending classes, and allows them to make profitable use of spare time, free from any distractions. Unless students have made other arrangements with the faculty member in charge of the monitorial system, they are expected to be in some recitation room, the library, or the study hall, during each period of the day, except the first period in the morning and the last period on Saturday afternoon.

THE LIBRARY

The library of the State Normal School contains more than 13,000 volumes, and additions are being made constantly. All books are selected with reference to the special needs of the school, each department receiving a fair proportion. The books are carefully classified according to the Dewey classification, and thoroughly catalogued so that students can readily find any volume in the library. Free access to the shelves is granted to all.

The library occupies a large, light, sunny room on the second floor of the Science building, and has a seating capacity of ninety. In addition a smaller room adjoining the librarian's office is used for an overflow stock room in which to shelve government documents. This library is a depository

receiving all public documents of the United States printing office. The rooms are furnished with modern equipment—shelves, tables, desks, chairs, catalogue cases, and periodical racks—which greatly aid in making efficient service possible.

Over 160 periodicals are regularly received each month. These include general magazines, educational journals, and scientific papers, as well as local, state, and national newspapers. The Reader's Guide to periodical literature make possible the extensive use of this material for reference purposes.

It has been well said that there are three proper functions of the school library—to stimulate reading for pleasure, to make provision for reading to supplement school studies, and to encourage reading for the sake of culture, for uplift, to create higher ideals. Every successful teacher must be able to make independent, systematic and intelligent use of books. Students are greatly aided in acquiring such ability through the use of this library, under the careful instruction of the librarian.

The library is open from 8 a. m. to 6 p. m. on school days and from 9:30 to 4:30 on Mondays.

The city maintains a free Carnegie library, open to all students of the State Normal School. This library has a reading room and about 5,200 volumes of well-selected books.

MUSEUMS

The State Normal School has a large museum containing a herbarium and collection of zoological types, a fine collection of North Dakota bird eggs, hundreds of conchological and geological specimens, and other material of great value in the teaching of biology, agriculture, and other sciences. Besides these there is a large industrial collection of folders, maps, guides, stereopticon views, globes, and contributions of the leading manufacturing firms in the United States. The curator has visited many parts of the world and has spent many years in the collection of the specimens in the museum. Much of the material is in daily use, both in the classes of the State Normal School, and in the Training School.

Practice teachers, or members of the faculty, notify the curator or her assistant somewhat in advance, of the material they wish to illustrate the subject covered in a certain lesson. Then all of the material bearing on that subject is assembled and prepared for the teacher who calls for it on the day it is to be used. Such materials vitalize teaching and in all

instances prove very valuable. All materials are carefully catalogued, but the curator and her assistant give their entire time to the museum to make it as servicable as possible.

This is one of the few school museums in the United States, and inquiries are received almost daily as to its use, methods of collecting materials, etc. Students of the State Normal School are taught how to secure valuable materials at little or no cost to build up a museum for practical use in teaching their own schools after graduation.

The curator frequently lectures before the various classes in the institution, using the collections for illustrative purposes. Her experience in the gathering of materials for the museum, extensive travels, and wide knowledge in the field of science, make this a valuable opportunity for students. Frequent field trips are organized to study the local geology, geography, flora, and some attention is given to astronomy and other subjects. Such trips are voluntary on the part of the students and aside from their regular routine, but nevertheless valuable.

A new scientifically-constructed greenhouse supplements the material of the museum, with many specimens of plant life foreign to North Dakota, and adds efficiency to the work in the sciences and especially in agriculture. Here students may see and study plants native to nearly every climate.

BOOKSTORE

A small bookstore is conducted in connection with the State Normal School. All of the textbooks used by the students, stationery, and other school supplies, may be purchased here at prices somewhat less than at retail stores. Students furnish their own textbooks and usually carry them to their work after graduation. There is opportunity, however, for the purchase of second-hand books at considerably less cost than new books.

CONCERNING THESES

Every student pursuing Curriculum IV, V, or VIa-VIc is required to present a thesis before graduation. This thesis must be written under the direction of the head of the department in which the student is specializing. Students of Curriculum V should report to the head instructor of psychology at the beginning of the second year of work.

By the term "thesis" is meant a piece of work demanding unusual thought and research on the part of the student. It

should consist of such material and be in such form as would be of interest to educators and such as might be presented before an institute or educational association. It should emphasize both subject matter and the application of the subject matter to the practical problems of teaching.

It need not be confined to the essay form, although a paper giving full explanation and arranged in thesis form should always accompany any other matter. It may be an experiment to any kind of problem that faces a teacher, apparatus relating to some topic of importance in the grades, a comparison of textbooks, a collection of illustrative material, a construction in physics or manual training, an investigation of childhood or a new utilization of school equipment. As a rule, the smaller the area investigated, the more apt is the result to be a real contribution to the subject in hand.

The thesis work should be distributed through the year and not crowded into the end of the third term. Students may begin to work on a thesis at any time, but the title and complete bibliography must be handed to and be approved by the head of the department before the close of the first term of the graduation year, leaving two terms to be devoted to the thesis proper.

KEEPING IN TOUCH WITH GRADUATES

This institution aims to keep in close touch with its graduates, especially during their first years in the teaching field. Records of the work of graduates are kept on file, and regular reports on the new teacher's progress are requested from time to time. Occasionally members of the faculty leave on tours of visitation and confer with the new teacher on his problems, particularly those which may be peculiar to his community. Graduates frequently ask for and are given advice. The school stands ready at all times to lend its good offices to worthy graduates.

The alumni fellowship of the State Normal School now numbers nearly 1,800 members. Over 800 of these graduates are teaching in North Dakota. Others are located in nearly every state of the Union and in foreign countries. The institution takes just pride in the success of the great number of its alumni.

EXPENSES

From the standpoint of the necessary expense involved in the preparation of young people for a pleasant, profitable, and honorable profession, this State Normal School makes its appeal to students of limited means as well as to those who come from homes where means are of less consideration. There are few educational centers where students may attend school away from home at less expense. Economy of expenditure is fostered as an ideal of the institution. Unnecessary expenditure of money is discouraged. Rather is the student encouraged to acquire habits of thrift as an important factor in good citizenship. Certain items of expenditure, of course, are necessary. Beyond these the student can make his expense account what he wishes.

Tuition is free, but the State Board of Regents has authorized the collection from each student of a matriculation or entrance fee of \$5.00 per term to be paid at the time of enrollment. The funds so acquired are applied to such general purposes of the school as may be included under the heading of "Student Welfare." The encouragement of student organizations and athletics, conserving and promoting student health and social enjoyment, special lectures and exhibits, magazines for the reading room, commencement programs, etc. Fees are the same for non-residents as for residents of the state.

These fees are payable at the general office before the student registers for work in the State Normal School. When he enters for the first time he also pays a deposit fee of \$1.00 which is returned to him when he withdraws from school, if there is no charge against him for loss, breakage, or damage to keys, books, or other property entrusted to him.

Students pursuing curricula in which laboratory work is required, pay special fees, usually not exceeding \$1.50 a term. Students in all departments of the school are required to pay for materials used in their work, as nearly as the cost of such materials can be estimated by the instructor in charge, but all projects made from such materials become the property of the student.

Board and room may be obtained at the state dormitories for \$54.00 a term, payable in advance by the month. All necessary articles, except soap and napkin rings, are furnished at the dormitories. Students wishing boarding and rooming accommodations at the dormitories should forward a reservation fee of \$2.00 to the president of the school. This fee will

apply on the first month's board. In case the student does not come within two days after the opening of the term, the fee, of course, is confiscated, unless the student has previously notified the authorities that he cannot come or will come later.

Students, both young men and young women, may secure rooming accommodations in private homes nearby and board at the dormitories for \$3.50 a week, payable by the month in advance.

No reductions or commutations are allowed except in case of serious illness. Young women in the dormitories are under the direct care of the matron and subject to rules and regulations posted in each room. Students living in private homes, but boarding at the dormitories, are expected to govern themselves in accordance with the rules of the dormitories pertaining to the service of meals.

The Episcopal Church of North Dakota owns and operates a delightful home for young women within two blocks of the school, furnishing board and room at \$20.00 a month. A competent matron is in charge. The Methodist Episcopal Church also owns and operates a fine home near the school for young women. A competent matron is in charge, and the price of accommodations is \$20.00 a month. These dormitories are under a distinct religious influence without sectarianism. Students desiring to reserve rooms in these church dormitories are also advised to forward a registration fee of \$2.00. Address the matron at Episcopal Hall, Wesley Hall, or the president of the State Normal School.

In addition to the regular dormitory facilities offered to students, there are a great many private homes near the campus which offer accommodations to students at prices varying according to location and kind of accommodations offered. In all such homes dormitory regulations prevail and all rooms are approved by the dean of women, or the dean of men, as the case may be, before students accept them.

Expenses for a year for students who board and room at the state dormitories may be estimated as follows:

| | |
|----------------------|-----------------|
| Board and room | \$162.00 |
| Required fees | 15.00 |
| Books | 8.00 to 12.00 |
| Total | <u>\$189.00</u> |

The expense of laundry, travel and other incidentals will vary widely according to circumstances.

GENERAL ADMISSION REQUIREMENTS

All candidates for admission to the Normal School must be 15 years of age, in good health, of sound mind and good moral character. After admission, should lack of health, character or fitness for teaching reveal itself, the student will be asked to withdraw.

Students who cannot show completion of the work of the eighth grade and who do not hold a teacher's certificate are required to take examination in arithmetic, grammar, geography, and United States history to determine whether they are qualified for entrance. The penmanship and spelling of those who take the examinations will be judged from their papers, on these subjects. Any person holding a teacher's certificate will be admitted to Curricula I, II, or IV, without examination.

Students who reveal a conspicuous deficiency in written or oral English, reading, penmanship, or other common subjects, after enrollment in the State Normal School, will be required to make up the deficiency in special classes in subjects in which they are deficient. Any member of the faculty may recommend that a student at any stage in his curriculum be required to join special classes to overcome deficiencies in the common subjects, and no student deficient in any of these branches will be permitted to graduate, no matter how strong he may be in other subjects.

A student who possesses a personality unsuited to the work of teaching, who may lack patience with children, or sympathy with child life; or one who is physically handicapped, as the stoop-shouldered person, the anemic person, or one whose appearance is uninspiring, should not aspire to the teaching profession.

FACULTY ADVISERS

In order to keep in closer touch with the everyday life of students, and to better understand their individual needs, several members of the faculty are assigned as advisers to special groups of students. Students are usually grouped in accordance with their future plans and assignments are made by the registrar as the student matriculates. The student goes at once to the office of his adviser and there discusses in detail his plans and aims for the future. The adviser offers suggestions as freely as the individual case may need, always keeping in mind the best welfare of his advisee. He assists the new student in the choice of his curriculum and of his course of

studies for that particular term. His aim is to seek the educational advancement of the student.

But the adviser's interest extends beyond these matters. In a peculiar sense he is the "guide, philosopher, and friend" of the student, and the student may consult him on many matters aside from the curriculum—matters affecting health, social problems, problems in his everyday work, entrance upon the teaching profession and indeed, whatever other problems may confront the student.

In all such matters, however the adviser acts in co-operation with the dean of women, or the dean of men. The adviser stands ready at all times to give assistance where it is needed, and students should not hesitate to make known their problems. Advisors call upon students who are ill and act as intermediaries between faculty and students in many matters of interest and importance to students. The relationship of adviser and advisee often ripens into friendship that continues for many years, and even then advice is often sought and given.

HOW TO ENTER SCHOOL

1. Go to the general office. At the first window pay your enrollment fee and secure a receipt. If you have reserved a room in the state dormitories, pass to the second window and pay for your first month's board and room. If you have not reserved a room in advance and wish to secure accommodations at the state dormitories, inquire at the second window to ascertain if there is room available. Students who room elsewhere, but who wish to board at the dormitories, should also pay at the second window before leaving the office.

2. Next pass to the registrar's office and present the receipt showing payment of your enrollment fee. The registrar will register your name, present you with an enrollment blank, and assign you to a faculty adviser.

3. See your faculty adviser at once with enrollment blank in hand and with him discuss plans for your future education. He will assign you classes in harmony with your general ambition indicating them on the left-hand side of your enrollment blank, and give you such advice as may seem to be helpful. In the presence of your adviser fill out completely the information called for on the right-hand side of your enrollment blank, detach it from the left-hand side and leave it with your adviser. It is important that you supply complete information.

4. If you wish a room in a private home pass to the office of the dean of women in the west stage room in the auditorium and she will co-operate in securing a pleasant home near the campus.

5. Report to the classes assigned to you by your faculty adviser on the day following your enrollment, presenting the instructor with the right-hand side of your enrollment blank fully approved by your adviser.

ADVANCED STANDING

All requests on the part of students for advanced standing should be made to the faculty committee on credits. This committee will accept certified standings made in other State Normal Schools, colleges, accredited high schools of this and other states, and first-class graded and consolidated schools of this state, and determine the manner in which such standings shall apply in the curricula of this institution.

Students who request advanced standing for work done elsewhere, but for which satisfactory credentials are not submitted, will be permitted to take examinations in subjects in which they desire advanced standing. In all such cases the student should secure the joint permission of the president of the school and the instructors in the subjects in which examinations are desired. A fee of fifty cents is required for each special examination. This fee is payable at the general office and the receipt should be brought to the attention of the instructor.

Examinations in common school subjects for advanced standings are only allowed to students who have taught at least nine months and have pursued the first term's work in the subject in question at the State Normal School. If the first term's work in the subject has been satisfactory, students may be permitted to complete the subject by special examination. No review subjects may be passed by examination. In some instances, when eight or more students make application, rapid progress classes will be organized to satisfy the instructor in charge of the student's knowledge of the subject covered.

Credits not to exceed five in number will be allowed for work done in college or secondary schools in subjects not included in any curriculum at the State Normal School, providing such credits are not sectarian. This number of credits would, of course, absorb the electives in Curricula II and IV.

GENERAL REGULATIONS

Each student should be guided by his faculty adviser in the choice and arrangement of studies. It is also best to pursue subjects in the order in which they are presented in the curriculum. Students who enter upon a three-term subject are expected to take the three terms in succession, if in school, unless they are excused by the faculty.

Five regular subjects a term is the maximum amount of work for a student to carry. If the student wishes more than this number he must secure the vote of the faculty by a written petition made through the committee on petitions. Students who do a low average of work in any subject may be required to pursue fewer than five subjects.

No work done in high school can be accepted by the State Normal School to shorten the time required to complete any curriculum, but no student will be required to repeat work accomplished in high school. He will be expected to take other subjects recommended by his faculty adviser as substitutes.

Absence from a recitation reduces a student's final standing one per cent if he presents a reasonable excuse; two per cent if the reason for his absence is unsatisfactory to the instructor.

Students who are absent from class for good reasons are given an opportunity to make up the work lost through their absence on such conditions as the individual instructor may require.

CLASSIFICATION OF STUDENTS

For convenience in classification, in the making of announcements, in the arranging of schedules, and in the simplification of the social life of the school, students are classified by years, as follows: first-year students are those entering from the eighth grade, and second-year students are those in their second year above the eighth grade, third, fourth and fifth-year students following in order. High school graduates are classified as fourth-year students, whether they enter upon the work of Curriculum III, V, or VIa—VIj. In the last year of the advanced or special curricula, they are, of course, classified as fifth-year students.

PROMOTION

A student's standing in any subject is made from his daily work and occasional tests. At least two tests are given in any subject each term; one, the mid-term test, about the fifth or

sixth week after the opening of the term, and one just before its close. Instructors may give tests written or oral, at any time in the term.

The standings secured on daily work are doubled; to that is added the average standing secured in tests, and the final standing is determined by dividing this sum by three.

Those who fail in any term's work are required to repeat the subject until a satisfactory standing is made under such conditions as the instructor may impose.

In a State Normal School preparing students for teaching, promotion and graduation will be made with reference to the student's ability as a teacher, his power to organize subject matter, as well as upon his general scholarship. Scholarship, however, must be thorough and comprehensive.

STANDINGS

The following system of grading the work of students is used in this institution. E means excellent work, and in some instances an H is given to indicate an honor student in any subject. G indicates good work. P indicates work of a passing grade, and F indicates failure to do the required work satisfactorily.

Occasionally a student receives a standing of C in a term's work. This indicates that some condition has been attached to the acceptance of his work, which must be satisfied before he can receive a passing grade. Usually work that is incomplete is graded C, and in all instances such work must be made to satisfy the instructor during the first six weeks of the following term or under conditions the instructor may impose. Unless the requirements are met in work graded C, the grade lapses to a failure and it will be necessary for the student to repeat the subject.

GRADUATION

Students who complete any of the curricula and give evidence of scholarship, teaching skill, personal character, and behavior, as well as general ability, will be graduated and awarded a diploma appropriate to the curriculum pursued. Those who complete Curriculum I must present forty-five term credits for graduation. Graduation from Curriculum II requires sixty term credits; from Curriculum III, fifteen credits; from Curriculum IV, seventy-two credits; and from Curriculum V, twenty-

seven credits, fifteen of which represent the required units in Curriculum III and twelve must relate to the special subject chosen.

No diploma can be granted anyone who has not been a resident student at the State Normal School pursuing a curriculum of at least three terms of twelve weeks each. All of the student's work must be completed before the formalities of graduation take place and no student will be permitted to use any rule of this catalogue nor any statement made by any member of the faculty as a reason for not completing the entire work of his curriculum before receiving a diploma.

Those who expect to enter the teaching profession by examination should apply to the State Board of Education.

ADVICE TO PROSPECTIVE STUDENTS

Read this book carefully.

Do not hesitate to ask questions by letter before you come, or personally, at the office after arrival.

Be present on the first day of the term if possible.

Report at the office for all needed assistance.

Do not take too many subjects. Five is the maximum number without faculty permission.

Bring such text-books and books of reference as you may have.

If you wish a room in any of the dormitories send \$2.00 to the president of the State Normal School as a reservation fee. This will reserve a room for you and apply on your first month's board. This fee should be sent as far in advance of the opening of the term as possible.

Students are cautioned not to leave money or valuables in wraps left in the cloak rooms. Money should be deposited in the bank and drawn by check, or it may be left in the general office and drawn as needed. The school cannot be held responsible for losses sustained through the students' own carelessness.

Trains arrive in Valley City over the Soo Line as follows: From the west, No. 108 at 8:55 a. m., and 106 at 6:30 p. m. From the east, No. 105 at 6:23 a. m., and 107 at 8:37 p. m. The Soo station is located about two miles north of Valley City, but a street car meets all trains and brings passengers to the Northern Pacific station in the center of town. The fare on the street car is twenty-five cents.

Trains arrive in Valley City over the Northern Pacific railroad as follows: From the west, No. 2 at 11:32 p. m., No. 4 at 2:00 p. m., No. 8 at 7:45 p. m., and No. 136 at 6:37 a. m. From the east, No. 1 at 7:22 p. m., No. 3 at 7:30 a. m., No. 7 at 9:46 a. m., and No. 135 at 8.14 p. m. Trains Nos. 1 and 2 arrive over the high line about a mile from the city, but all trains are met by taxicabs and busses, which bring students to the city for a reasonable fee.

Students arriving in the city for the first time during the regular office hours at the State Normal School, from 8:00 a. m. to 5:00 p. m., should go at once to the school building, register, and make arrangements for boarding and rooming accommodations. Students, arriving in the city on the evening trains, will be met at the station by representatives of the school wearing official badges, and directed to dormitories or private houses as the case may be. The student will then report at the office the following morning.

Students who arrive in the city late at night are advised to go to a hotel for the night and present themselves at the general office of the school next morning.

Hotels are located as follows: The Kindred, across the street from the Northern Pacific station. Rates for rooms \$1.00 and \$1.50, meals, fifty cents; The Rudolf, on Fifth Avenue, one block south of the Northern Pacific station, rooms, \$1.00 and \$1.50. meals in the cafe, 50 cents or a la carte; The Valley Hotel, on Main street, one block south of the Northern Pacific station, rooms 50 cents and \$1.00, cafeteria in connection.

The State Normal School is located about four blocks south of the Northern Pacific station.

SOME THINGS EXPECTED OF STUDENTS

There are few rules to be observed at this institution, but the following requirements seem to be dictated by good sense and our experience in dealing with large bodies of students and may be said to express the school's ideals. Students are, therefore, required:

To conform to rules that may be announced from time to time.

To be prompt and regular in attendance upon all school exercises.

To observe such hours of study as may be designated.

To conform to the ordinary usages of good society in their relations to the public, to the teachers, and to each other.

To leave the city only on permission of the matron, if an occupant of the dormitories. If not in the dormitories, then permission should be secured of the dean of women 24 hours before departure. But only the president may excuse if absence from class or other school exercise is involved.

To occupy no boarding house not approved by the dean of women.

To take proper care of all school property they may be using.

To refrain from any action that would bring discredit upon the good name of the student body.

To refrain from participation in private classes, local entertainments, social functions, or any other enterprise that will clash with school work, until the consent of the President of the school has been secured.

To submit to full physical examination by the physical director of the school upon entrance and after being infected with any contagious disease.

To secure a written statement from the physical director before re-entering, authorizing their return.

The school is the property of the state, more particularly of the teachers of the state. Its class exercises are always open to the public. Every citizen of the state is cordially welcome at any time.

For further information concerning the school, and for bulletins and circulars, address THE PRESIDENT OF THE STATE NORMAL SCHOOL, VALLEY CITY, NORTH DAKOTA.

NOTES ON THE COURSES

A subject carried daily for one term of three months is a unit of work. The standing granted on the completion of a unit of work is a credit. The daily recitation period is forty-five minutes in length. All courses in laboratory work of any nature require two periods daily to complete one unit of work a term.

If there are not enough graduates of first-class high schools applying for any of the special courses to fill up the classes, a few students not having this qualification may be admitted to the work, but not with the expectation of graduation.

It is especially desired that students who come from the high school to pursue Curriculum V should plan to take the work in year units. High-school graduates will thus have five sub-

jects a term the first year and four subjects a term the last year. Not more than this number can be permitted to any student.

Graduates of normal schools who have had the work of Curriculum III may pursue Curriculum V, or any one of the special curricula, from VIa to VIk, without examination, and complete it in one year.

The student should consult his faculty adviser regarding electives when entering upon the work of Curriculum IV. Electives should be chosen from courses that support each other. The total number of credits required for graduation from Curriculum IV is 72, eleven of which are elective.

By this arrangement the student may specialize to a comparative degree by electing his eleven terms' work in English or science (beyond the required science), or mathematics or languages, as his interest may dictate, and thus be prepared to teach in the high school.

It is required that the student appearing for graduation from Curriculum II shall have 60 credits, 55 of which are required as indicated in the outline, the remaining five he may elect from the following list: Latin, German, social science, manual training, home economics, English literature, expression, commercial studies, science, and agriculture.

NOMENCLATURE IN CURRICULA

For the convenience of the faculty, the students, and the school in general, a printed schedule of the work to be offered, hours of the day classes meet, etc., is provided at the opening of each term. Courses and classes are indicated by a system of nomenclature as is used in this catalogue. See pages 52-70.

A complete word in the nomenclature indicates the department in which the course is offered. The first digit following the word indicates in general, the year of the curriculum in which the course is offered, while the second digit indicates the term of the subject and the term in which it occurs except in the case of a single term subject, in which case the digit is always number 1. Small letters placed after the digit usually the initial of the subject, indicate distinctions in the same department in the same year except letters "a" and "b" which always indicate review or method subjects; "r" indicates subjects in the rural curriculum. Thus:

Home Economics 41c is cooking offered in the fall term of the fourth year. Language 41a is review grammar offered in the fall term of the fourth year. Language 41b is reading methods offered in the fall term of the fourth year.

It is to be noted especially in the one term subjects, that they are offered during each term of the year as a rule without change in their nomenclature.

The prospective student will find the various curricula offered in this institution outlined on pages 52-70. For a more complete description of the different courses in the curricula see pages 71-107.

The printed schedule is to be used only as a key to the description of the different subjects described in the catalogue, and the catalogue should be consulted at all times in connection with the selection of the term's work.

A subject carried by a student one or more terms is referred to in this catalogue as a course. Each term's work represents a unit, and the standing given for a unit of work is a credit. A number of courses related to each other, and carried by the student with a definite aim in mind is referred to as a curriculum. But the courses of study embodied in a curriculum are not necessarily offered in the same department. Each department offers its own special subjects, and students pursuing any of the curricula will, of course carry work in several departments.

CURRICULA IN DETAIL

General View of the Curricula

| No. | Name of Curriculum | Requirements for Admission | Credit Given by the State Board of Education | Time Required for Completion |
|------|--|---|---|---|
| I. | Rural | Completion of Eighth Grade. | Certificate valid for two years in Rural Schools. | Three Years |
| II. | Elementary Normal School | Completion of Eighth Grade or holder of a teacher's certificate, or by examination. | Professional Certificate of Second Class for two years. After nine months' teaching experience. Professional Certificate of second class for five years. | Four Years |
| III. | Elementary High School | Diploma from First Class High School or Fifteen High School credits. | Professional Certificate of the Second Class for two years. After nine months' teaching experience, a Professional Certificate of Second Class, valid for life. | One Year |
| IV. | Standard Normal School | Completion of Eighth Grade or holder of certificate, or examination. | Professional Certificate of the Second Class for two years. After nine months' teaching experience, a Professional Certificate of Second Class, valid for life. | Five Years |
| V. | Standard High School | Diploma from First Class High School, or fifteen high school credits. | Professional Certificate of Second Class, valid for life. | Two Years |
| VI. | a. Agriculture b. Art—Public School c. Commerce d. Home Economics e. Kindergarten f. Manual Training g. Music and Art h. Music—Public School i. Physical Education j. Primary k. Principals' | Diploma from a First Class High School, or Fifteen High School Credits, or Certificate of Completion of the Rural Curriculum. | Special Certificates to teach the subjects, equivalent to Professional Certificate of the Second Class, valid for two years, then for life as above. | Two Years or One Year for Graduates from Curriculum II. |

CURRICULUM

The Three-Year Curriculum for Rural-School Teachers. The State Normal School at Valley City has long recognized that the rural school has problems of its own, and from the earliest date at which it could secure authority, it has offered a curriculum for rural teachers. From this curriculum have gone out nearly 300 young men and young women who have added materially to the teaching forces of the state and have succeeded beyond the expectations of the school. However, this was 'a ten and one-half months' curriculum. With advancing general education throughout the state, with increasing ability to pay good wages to teachers, with the growing conviction that country children are entitled to better schools than they have had in the past, it is recognized that the Normal School should offer, and the state should require, fuller preparation for country teachers. Therefore, acting on authority from the State Board of Regents, a three-year curriculum for rural-school teachers is now offered.

What subjects to include in this curriculum has been determined on the basis of the relative usefulness of the subjects in the training of elementary and especially, rural-school teachers. Each subject is laid out and taught with the same thought in mind, viz., the highest usefulness of the rural teacher to her school and school community. English is given a large place because of its contribution to good teaching of the reading and language studies of the common school; because of its help in the study of every subject; and because of the special need for training in English due to our large population of foreign ancestry. Natural science has an equally large place partly as a basis for good teaching of geography and agriculture; partly for the introduction each person should get to the broad field of science; and for the help it gives in the understanding and appreciation of the world of nature around us.

We have learned in recent years that the problems of the rural community are not all agricultural; but that they are social and civic, economic and political as well. The country school must prepare its pupils for a fuller understanding of these problems. The rural community, too, has a right to expect the teacher to share in rural leadership; hence the need for the country teacher of a broad training in history and in

rural economics and sociology. The rural pupil, too, is entitled to a beginning in musical and artistic appreciation and in the use of his hands in doing, as well as his mind in learning; hence the courses in art, music, domestic science, and manual training. All these courses, as well as the courses in the elective subjects, are presented from the rural-teacher standpoint; and during the latter half of the three years is offered the rural pedagogy, the psychology, and the practice teaching that make up the professional part of the curriculum.

On completion of the curriculum the student receives a certificate of completion which the State Board of Education recognizes as the basis for the issuance of a certificate to teach. After the holder has had eight months' successful experience, this certificate can be exchanged for a certificate of a higher grade. The certificate of completion will also admit the students to any of the curricula for high-school graduates.

The curriculum in detail follows:

First Year

| Fall | Winter | Spring |
|--------------------|--------------------|--------------------|
| Language 11 | Language 12 | Language 13 |
| Science 11 | Science 12 | Science 13 |
| Mathematics 11 | Mathematics 12 | Mathematics 13a |
| Commerce 11 and | History 12 | Music 13 and |
| Music 11 | | Art 13 |
| Home Economics | Home Economics | Home Economics |
| 11, or | 12, or | 13, or |
| Manual Training 11 | Manual Training 12 | Manual Training 13 |

Second Year

| | | |
|-----------------|------------------|--------------|
| Language 21 | Language 22 | Language 23 |
| Science 21 | Science 22 | Science 23 |
| History 21 | History 22 | History 23 |
| Mathematics 21a | Art 22, and Com- | Education 23 |
| | merce 22 | |
| Elective | Elective | Elective |

Third Year

| | | |
|----------------|---------------|----------------|
| Language 31 | Language 32 | Language 33 |
| Agriculture 31 | Science 32 | Agriculture 33 |
| History 31 | History 32 | History 33 |
| Psychology 31 | Psychology 32 | Education 33 |
| Elective | Elective | Elective |

Physical Education is required three times weekly throughout three terms.

Library Methods is required of every student during either his first or second term of attendance at the school at the option of the librarian.

The student for his electives may elect any subject offered in the school, provided he has the necessary prerequisites to pursue the subject profitably, and, provided further, that to elect more than three terms in any one subject he must first secure the approval of the head of the rural department.

CURRICULUM II.

The Four-Year Elementary Curriculum. To meet the demands of graduates of the eighth grade, or students who have not completed the work of the high school, a four-year curriculum of subjects is offered. This curriculum is composed substantially of the work of the first four years of the Standard Five-Year Curriculum, except that three terms of practice teaching take the place of three electives in the fourth year.

CURRICULUM III.

The One-Year Elementary Curriculum for High-School Graduates. Beginning classes in each subject in this curriculum are offered each term, so that the high-school graduate may begin his work at the opening of any term and complete it in three regular terms. Two summer terms count as one regular term. The outline of studies follows:

| Fall | Winter | Spring |
|-----------------------|-----------------------|-----------------------|
| Psychology 41 | Psychology 42 | Psychology 43 |
| Language 41a | Mathematics 41a | History 41a |
| Education 41 | Education 42 | Education 43 |
| Education 41a | Language 41b | Science 41a |
| and | and | |
| Commerce 41a | Music 41a | |
| Teaching | Teaching | Teaching |
| Physical Education 41 | Physical Education 42 | Physical Education 43 |

No work completed in high school is accepted as a substitute for any of the work in this curriculum. Standings made in similar normal schools will be accepted, but no student may receive a diploma from any curriculum unless he has been in attendance at least three terms of twelve weeks each.

Students without a diploma from a first-class high school may enter upon the work of this curriculum, providing they can present fifteen year credits certified to by the State Board of Education. Those who have fewer than fifteen high-school credits and more than twelve are permitted to register in this curriculum, but they will be required to make up in this institution the work needed to complete the fifteen credits before they can graduate. Those who have fewer than twelve high-school credits are enrolled in Curriculum II or IV with advanced standing in accordance with the number of high-school credits they may be able to present.

This curriculum confers a professional certificate of the second class, valid for two years. After nine months of successful teaching experience, it may be exchanged for a certificate of the same grade, valid for five years. But the State Normal School earnestly recommends that the high-school graduate enter upon the work of one of the two-year curricula (Nos. V or VIa-VIc) if time and resources will permit. The standard and special curricula lead to a second-grade professional certificate valid for life, and to positions much more pleasant and remunerative. Graduates of these curricula readily find positions in larger and better schools in towns and cities where opportunities for personal betterment are more abundant.

CURRICULUM IV.

The Five-Year Standard Curriculum for Eighth-Grade Graduates. The educational progress of the state demands, among other things, that the teacher be constantly better trained. Not only are the requirements for entrance in the State Normal Schools of North Dakota ultimately to be raised, but in accordance with the recommendations of the Survey Commission, it is probable that the period of preparation will soon be lengthened. Preference is given to the better-trained teachers.

Those who complete Curriculum IV receive the second-grade professional certificate valid for life. This certificate is recognized not only in North Dakota, but in many other states. Holders of this certificate are in demand. They are able to enter upon a kind of work much more pleasant and remunerative than that usually open to graduates of a less advanced curriculum. They are in ready demand in the better communities of the state. Advancement is more substantial and comes quicker to the better-trained teacher. Competition is less keen.

Graduates of the eighth-grade who matriculate this year are therefore earnestly advised to enter upon the work of Curriculum IV, as outlined below.

First Year

| Fall | Winter | Spring |
|--------------------|--------------------|--------------------|
| Language 11 | Language 12 | Language 13 |
| Science 11 | Science 12 | Science 13 |
| Mathematics 11 | Mathematics 12 | Mathematics 13a |
| Commerce 11 and | History 12 | Music 13 and |
| Music 11 | Home Economics | Art 13 |
| Home Economics | 12, or | Home Economics |
| 11, or | Manual Training 12 | 13, or |
| Manual Training 11 | | Manual Training 13 |

Second Year

| | | |
|-----------------|-----------------|--------------|
| Language 11 | Language 22 | Language 23 |
| Science 21 | Science 22 | Science 23 |
| History 21 | History 22 | History 23 |
| Mathematics 21a | Art 22 and Com- | Education 23 |
| | merce 22 | |
| Elective | Elective | Elective |

Third Year

| | | |
|----------------|---------------|----------------|
| Language 31 | Language 32 | Language 33 |
| Agriculture 31 | Science 32 | Agriculture 33 |
| History 31 | History 32 | History 33 |
| Psychology 31 | Psychology 32 | Psychology 33 |
| Elective | Elective | Elective |

Fourth Year

| | | |
|-------------------|------------------|--------------|
| Education 42 | Education 43 | Education 41 |
| Science 41 | Science 42 | History 41a |
| Education 41a and | Language 41b and | Language 41a |
| Commerce 41a | Music 41a | |
| Mathematics 41a | Science 41a | Elective |
| Elective | Elective | Elective |

Fifth Year

| | | |
|---------------|---------------|---------------|
| Psychology 51 | Psychology 52 | Psychology 53 |
| Education 51 | Education 52 | Education 53 |
| Education 51t | Education 52t | Education 53t |
| Elective | Elective | Elective |

CURRICULUM V.

The Two-Year Standard Curriculum for High-School Graduates. Whatever may be said in favor of Curriculum IV for the eighth-grade graduate is true relative to the high-school graduate and Curriculum V, or any of the Special Curricula described hereafter. These curricula give more opportunity than Curriculum III for the study of the professional aspects of teaching, enabling the graduate easily to meet the problems of his profession, dispose of them, and advance rapidly. They lead to the better positions because the graduate is better qualified for the efficient service now expected of the teacher. It is recommended that high-school graduates give the following outline of studies their careful consideration:

First Year

| Fall | Winter | Spring |
|--|---|--|
| Psychology 41 Education 41 Education 41a and Commerce 41a Language 41a Elective Physical Education 41 | Psychology 42 Education 42 Language 41b and Music 41a Mathematics 41a Elective Physical Education 42 | Psychology 43 Education 43 Science 41a History 41a Elective Physical Education 43 |

Second Year

| | | |
|---|---|---|
| Psychology 51 Education 51 Elective Teaching Thesis | Psychology 52 Education 52 Elective Teaching Thesis | Psychology 53 Education 53 Elective Teaching Thesis |
|---|---|---|

REGARDING ELECTIVES

Students pursuing either Curriculum IV or Curriculum V, may elect subjects to secure six credits from the following courses: History 51, 52 and 53; Mathematics 51, 52 and 63; courses: History 51, 52 and 53; Mathematics 51, 52 and 53; Psychology 51, 52, and 53; Language 21g, 22g, and 23g or 31g, 32g and 33g; Language 21L, 22L, and 23L or 31L, 32L, and 33L;

Language 51, 52, and 53; Science 51 and 52; Science 51g, 52g, and 53g; Agriculture 51, 52, and 53; and Science 41c, 42c, and 43c, with advanced work.

CURRICULUM VIa-VIi.

The Two-Year Special Curriculum for High-School Graduates. Eleven special curricula are offered to high-school graduates. They are as follows: VIa—Agriculture, VIb—Public School Art, VIc—Commerce, VId—Home Economics, VIe—Kindergarten, VIf—Manual Training, VIg—Public School Music and Art, VIh—Public School Music, VIIi—Physical Education, VIj—Primary Training, VIIk—Training for Principals.

VIa—AGRICULTURE

The work in agriculture is designed to train prospective teachers to bring the interests of the home and the school into closer relation and thus better the conditions of rural life. An effort is made to teach the simple, yet fundamental principles of elementary agriculture so that the teachers in the rural and elementary schools can intelligently direct and stimulate interest in the improvements of the agricultural conditions of North Dakota.

This institution has a well-equipped farm with a modern dairy and horse barn, a good herd of Holstein dairy cows, horses, swine and poultry. The land under cultivation is devoted to the growing of feed for the stock, and vegetables for the dormitories, and provision is made for garden space so that practice is given students in the planning, planting, and cultivation of various types of gardens. Demonstration and culture plots provide material for class use. In short, every effort is put forth to make the instruction in agriculture as concrete and practical as the training of teachers in this subject would seem to require.

Seven periods a week are devoted to agriculture, and the practice teaching is done in this subject. A year's credit in any of the sciences is accepted in lieu of that subject in the State Normal School, providing it has been done in an accredited high school. Of botany or zoology, the student is expected to select the subject not studied in the high school. By electing the science subjects and agriculture, students of Curriculum IV may receive the special diploma in agriculture. Curriculum VIa may be outlined as follows:

First Year

| Fall | Winter | Spring |
|--|--|---|
| Psychology 41 Science 41 Education 41a and Commerce 41a Agriculture 41 Science 31 or Science 31z Physical Education 41 | Psychology 42 Science 42 Language 41b and Music 41a Agriculture 42 Science 32 or Science 32z Physical Education 42 | Psychology 43 Science 43 History 41a Agriculture 43 Science 33 or Science 33z Physical Education 43 |

Second Year

| | | |
|---|--|--|
| Education 41 Agriculture 51 Language 41a Science 41c Teaching Thesis | Education 42 Agriculture 52 Mathematics 41a Science 42c Teaching Thesis | Education 43 Agriculture 53 Science 41a Science 43c Teaching Thesis |
|---|--|--|

Vib—PUBLIC-SCHOOL ART.

The work in art is designed to give students pursuing Curriculum I, II and IV, first, the power of seeing and interpreting the beauty of the familiar world, and a knowledge of practical aesthetics and established laws of good taste in the appointments of everyday life; secondly, a practical knowledge of perspective and color.

Advanced courses pursued in this department give students the required training to fit them as special teachers and supervisors of public-school art. Such students are offered three terms of work in the training of the hand and eye, three terms of work in methods of teaching, and three terms in applied design, in addition to the work required in Curricula I, II and IV. The curriculum follows:

First Year

| Fall | Winter | Spring |
|--|--|--|
| Psychology 41 Education 41a Art 21 Manual Training 41j Art 41 Physical Education 41 | Psychology 42 Language 41b and Art 22 Manual Training 42c Art 42 Physical Education 42 | Psychology 43 Science 41a Art 23 Manual Training 43c Art 43 Physical Education 43 |

Second Year

| | | |
|--|---|---|
| Education 41 Art 51a Art 51d Language 41a Teaching Thesis | Education 42 Art 52a Art 52d History 41a Teaching Thesis | Education 43 Art 53a Art 53d Mathematics 41a Teaching Thesis |
|--|---|---|

VIc—COMMERCE

The primary aim of the work of this department is to prepare teachers of commercial subjects for the schools of the state. The work is correlated with that of the departments of English, education, and teaching. Students of Curricula I, II, and IV, who plan to pursue this Curriculum should choose all their electives from the work of this department. A definite and systematic effort is made in every class not only to secure technical skill, but to inspire students to higher ideals of citizenship through service, either as employees or teachers which shall elevate commercial standards.

First Year

| Fall | Winter | Spring |
|--|--|---|
| Psychology 41 Education 41a and Commerce 41a Commerce 41b Commerce 41t Commerce 41c Physical Education 41 | Psychology 42 Language 41b and Music 41a Commerce 42b Commerce 42t Commerce 41L Physical Education 42 | Psychology 43 Science 41a Commerce 43b Commerce 43t Commerce 42L Physical Education 43 |

Second Year

| | | |
|--------------|-----------------|--------------|
| Education 41 | Education 42 | Education 43 |
| History 41a | Mathematics 41a | Language 41a |
| Commerce 51b | Commerce 52b | Commerce 51p |
| Commerce 51s | Commerce 52s | Commerce 53s |
| Teaching | Commerce 51t | Commerce 52t |
| Thesis | Teaching | Teaching |
| | Thesis | Thesis |

Vid—HOME ECONOMICS

The home is the most important institution in society. It is the beginning and end of life for most people. Upon its welfare depends the welfare of the state and nation. The department of home economics teaches such arts as pertain to home-making, and such sciences as find their application in the home, to the end that those who pursue these courses may live more healthful and efficient lives and teach others how to do so. Home economics in one form or another is now taught in nearly every school. Teachers of the subject are in demand.

The work as it is taught at this institution is first of all practical. All foods prepared by the classes are sold and the proceeds are used to defray the cost of the ingredients used. Students study marketing, how to compute the cost of foods, the balanced ration, invalid cookery, etc., as well as the proper menus and service for different occasions. They are also taught an economical use of material put into their hands. In the sewing classes, application is made from the practice piece to simple and then more elaborate garments which the students wear. Children's garments and furnishings for the household are all given attention and study. The work in home economics requires a double period daily. Two days are devoted to cooking, two days to sewing and one to food study each week.

First Year

| Fall | Winter | Spring |
|--|---|---|
| Psychology 41 Science 41c Education 41a and Commerce 41a Home Economics 41c and Home Economics 41s Home Economics 41p Physical Education 41 | Psychology 42 Science 42c Language 41b and Music 41a Home Economics 42c and Home Economics 42s Mathematics 41a Physical Education 42 | Psychology 43 Science 43c Home Economics 41n and Home Economics 41t Home Economics 43c and Home Economics 43s History 41a Physical Education 43 |

Second Year

| | | |
|--|--|--|
| Science 51 Home Economics 51c and Home Economics 51s Education 41 Language 41a Teaching Thesis | Science 52 Home Economics 52c and Home Economics 52s Education 42 Science 41a Teaching Thesis | Home Economics 51m and Home Economics 51n Home Economics 53c and Home Economics 53s Education 43 Teaching Thesis |
|--|--|--|

VIe—KINDERGARTEN

The importance of the kindergarten as a part of the modern educational system cannot be challenged. Its value has been recognized in North Dakota, and during the past few years many communities have offered excellent opportunities to the specially trained kindergarten teacher. It is the aim of this department to train teachers for this phase of public school work. Students pursuing Curriculum VIe are especially fitted to accept kindergarten and primary positions. The practice of teaching is done under expert supervision in the kindergarten and primary grades of the Training school. The curriculum includes all of the professional and much of the academic work offered to all prospective teachers:

First Year

| Fall | Winter | Spring |
|---|--|---|
| Psychology 41 Education 41 Kindergarten 41 Education 41a and Commerce 41a Music 41b Physical Educa- tion 41 | Psychology 42 Education 42 Kindergarten 42 Language 41b and Music 41a Teaching Physical Educa- tion 42 | Psychology 43 Education 43 Kindergarten 43 History 41a Teaching Physical Educa- tion 43 |

Second Year

| | | |
|--|---|---|
| Primary 41a Language 41a Art 21 Elective ($\frac{1}{2}$ credit) Teaching Thesis | Kindergarten 51 Mathematics 41a Art 22 Elective ($\frac{1}{2}$ credit) Teaching Thesis | Science 41a Art 23 Agriculture 43p and Science 41n Elective ($\frac{1}{2}$ credit) Teaching Thesis |
|--|---|---|

Vif—MANUAL TRAINING

The work in manual training is planned to be especially helpful to young men and young women in rural communities. It covers the use of ordinary tools and mechanical appliances as well as methods of planning and laying out work. Young men who complete the courses should be able to operate intelligently any of the machinery used on the farm, and to make repairs in a thoroughly workman-like manner. They should be able to construct, or repair, all ordinary farm buildings. The instruction in the making and upholstering of furniture in valuable alike to young men and young women. In addition to the instruction in the performance of a wide range of industrial work, there is offered a thorough course in methods of teaching manual training in its various phases.

Students of Curricula II or IV are able by use of their electives in manual training to secure the elementary and manual training diplomas in five years. Graduates of this curriculum are in demand in the better schools of the state.

First Year

| Fall | Winter | Spring |
|-----------------------|-----------------------|-----------------------|
| Psychology 41 | Psychology 42 | Psychology 43 |
| Language 41a | Mathematics 41a | Science 41a |
| Manual Training 41j | Manual Training 42j | Manual Training 42e |
| Manual Training 41d | Manual Training 42d | Manual Training 43d |
| Education 41a and | Language 41b and | Manual Training 41m |
| Commerce 41a | Music 41a | Physical Education 43 |
| Physical Education 41 | Physical Education 42 | |

Second Year

| | | |
|---------------------|---------------------|---------------------|
| Education 41 | Education 42 | Education 43 |
| Manual Training 51h | Manual Training 52e | Manual Training 53a |
| Manual Training 51 | Manual Training 52 | Manual Training 53e |
| Manual Training 51d | Manual Training 52d | Manual Training 53d |
| Teaching | Teaching | Teaching |
| Thesis | Thesis | Thesis |

Vig—PUBLIC-SCHOOL MUSIC AND ART

For high school graduates who aspire to become teachers or supervisors of both music and art, a special two-year curriculum has been outlined as follows:

First Year

| Fall | Winter | Spring |
|-----------------------|-----------------------|-----------------------|
| Psychology 41 | Psychology 42 | Psychology 43 |
| Education 41a | Language 41b and | Science 41a |
| Music 41b | Music 41a | Music 43b |
| Art 21 | Music 42b | Art 23 |
| Art 41 | Art 22 | Art 43 |
| Music x | Art 42 | Music x |
| Physical Education 41 | Music x | |
| | Physical Education 42 | Physical Education 43 |

Second Year

| | | |
|--------------|-----------------|--------------|
| History 41a | Mathematics 41a | Language 41a |
| Music 51ha | Music 52ha | Music 53ha |
| and | and | and |
| Music 51h | Music 52h | Music 53h |
| Art 51a | Art 52a | Art 53a |
| Education 41 | Education 42 | Education 43 |
| Music x | Music x | Music x |
| Teaching | Teaching | Teaching |
| Thesis | Thesis | Thesis |

VIh—PUBLIC SCHOOL MUSIC

The work of this department is designed to give young men and young women the necessary and proper training required of successful teachers and supervisors of music in the public schools of the state, both rural and urban. In addition to its theoretical side, the work is made intensely practical through the practice teaching in the Training school, and the preparation and presentation of musical programs and exercises for public performances of every nature.

The work best adapted for use in each grade from the primary through the high school is carefully studied, and methods of teaching each phase of public-school music are mastered and practiced under expert supervision. The Foresman Educational Music records are used with the Victor machine to exemplify the most modern and universally approved methods of teaching music in rural or graded schools, where conveniences of training in voice or music may otherwise be lacking. Model lessons are given so that children with no previous training may see, hear and imitate, thus acquiring individual ability in the same manner in which the power of speech is acquired.

Special attention is given to the training of supervisors of music for groups of rural, consolidated, or town schools, and organizers and directors of glee clubs, orchestras, and bands. In all of the work emphasis is laid on initiative and leadership in the prospective teacher and supervisor, as well as in practical and technical training. The studies are:

First Year

| Fall | Winter | Spring |
|---------------------------------------|---------------------------------------|--|
| Music 41b | Music 42b | Music 43b |
| Music 41 | Music 42 | Music 43 |
| Music 41v, Music 41p or Music 41vi | Music 42v, Music 42p or Music 42vi | Music 43v, Music 43p, or Music 43vi |
| Education 41a | Language 41b and | Science 41a |
| Psychology 41 | Music 41a | Psychology 43 |
| Music x | Psychology 42 | Music x |
| Physical Educa- tion 41 | Music x | Physical Educa- tion 43 |
| | Physical Educa- tion 42 | |

Second Year

| | | |
|--|--|--|
| Education 41 | Education 42 | Education 43 |
| History 41a | Mathematics 41a | Language 41a |
| Music 51h | Music 52h | Music 53h |
| Music 51v, Music 51p, or Music 51vi | Music 52v, Music 52p, or Music 52vi | Music 53v, Music 53p, or Music 53vi |
| Music x | Music x | Music x |
| Teaching | Teaching | Teaching |
| Thesis | Thesis | Thesis |

Vii—PHYSICAL EDUCATION

Physical education, as it is offered in this institution, is classed under two heads, general and special. General physical education is planned to meet the legal requirements, and special physical education consists of a number of courses arranged in a curriculum and aimed to train teachers of this subject for the public schools of the state.

General physical education consists of gymnastics, games, athletics, and a prescribed amount of hygiene. It is required three periods weekly throughout Curriculum I, during the first three years of Curricula II and IV, and during three terms in each of the other curricula. The kind of practical work he pursues is largely optional with the student in so far as his physical condition and skill will allow. During the fall and spring terms the work for both young men and young women is more or less of an athletic nature, and it is conducted in the

open air so long as weather conditions permit. All students should become able to teach simple drills and games as a result of this work.

For students who wish to become special teachers in physical education the following curriculum is offered:

First Year

| Fall | Winter | Spring |
|--------------------------------|------------------------|------------------------|
| Physical Education 41a | Physical Education 42a | Physical Education 43a |
| Physical Education 41y | Physical Education 42h | Physical Education 43s |
| Physical Education 41b | | |
| Psychology 41 | Psychology 42 | Psychology 43 |
| Commerce 41a and Education 41a | Language 41a Teaching | History 41a Teaching |
| Physical Education 41 | Physical Education 42 | Physical Education 43 |

Second Year

| | | |
|------------------------|------------------------|------------------------|
| Physical Education 51d | Physical Education 52d | Physical Education 53d |
| Physical Education 51h | Physical Education 52e | Education 43 |
| Physical Education 51p | Physical Education 52s | Science 41a |
| Physical Education 51e | Education 42 | |
| Mathematics 41a | | |
| Education 41 | Language 51e | Language 52e |
| Physical Education 51t | Physical Education 52t | Physical Education 53t |
| Thesis | Thesis | Thesis |

VIj—PRIMARY

There has been an insistent demand for teachers especially trained for primary work, because such teachers are confronted with problems peculiar to the beginning grades that do not appear among older children. To prepare teachers to meet

this demand a special curriculum has been arranged to give the student a practical knowledge of principles, methods, and subject matter of primary teaching.

In addition to the academic and professional studies required in other curricula, the prospective primary teacher pursues special courses in child study, kindergarten theory, reading and dramatic art, drawing with special work in water color, black-board sketching, stenciling, clay modeling, singing and materials suitable for the lower grades, nature study and school gardening and primary methods. During the second year the student may elect one study each term from the following subjects: botany, zoology, rhetoric, advanced education, field geography, and voice or piano. The subjects of this curriculum are arranged as follows:

First Year

| Fall | Winter | Spring |
|---|--|--|
| Psychology 41 Primary 41a Language 41d Education 41a and Commerce 41a Art 21 Music 11 Physical Education 41 | Psychology 42 Primary 42a History 41a Art 41 Teaching Physical Education 42 | Psychology 43 Science 41n and Agriculture 43p Science 41a Language 41a Teaching Physical Education 43 |

Second Year

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| Music 41b Science 51n Primary 51a Language Elective Elective Teaching Thesis | Education 41 Kindergarten 51 Elective Teaching Thesis | Education 42 Psychology 51 Elective Teaching Thesis |
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Vik—PRINCIPALS

With the increasing number of graded and consolidated schools in a rapidly developing state there has come a demand, and with it unusual opportunities, for young men and young women to act in the capacity of school principals.

This curriculum has been especially arranged to emphasize the qualifications necessary in a successful principal, to inspire the student with the opportunities open to him in this field, to acquaint him with its problems, and to teach him how best to meet them. Emphasis is laid upon community leadership, especially in rural districts, and the development of such leadership and executive ability as necessary qualifications in a principal, in addition to a knowledge of subject matter and its professional aspects. Graduates with ability to fill principalships and positions requiring leadership and executive ability, of course command the highest salaries. The curriculum has been outlined as follows:

First Year

| Fall | Winter | Spring |
|---|--|--|
| Psychology 41 Education 41 Agriculture 41 Language 41b and Music 41a Mathematics 41a Band ($\frac{1}{2}$ credit) Athletics (3 periods a week) | Psychology 42 Education 42 Agriculture 42 Education 41a and Commerce 41a Language 41a Band ($\frac{1}{2}$ credit) Athletics (3 periods a week) | Psychology 43 Education 43 Agriculture 43 Science 41a History 41a Band ($\frac{1}{2}$ credit) Athletics (3 periods a week) |

Second Year

| | | |
|--|---|--|
| History 51s Agriculture 51 Manual Training 41j or Home Economics 41c and 41s Music 41v, Music 41p, or Music vi ($\frac{1}{2}$ credit) Athletics (3 periods a week) Teaching | Psychology 52 Agriculture 52 Manual Training 42c or Home Economics 42c and 42s Music 42v, Music 42p, or Music 42vi ($\frac{1}{2}$ credit) Athletics (3 periods a week) Teaching | Education 53 Agriculture 53 Manual Training 43c or Home Economics 43c and 43s Music 43v, Music 43p, or Music 43vi ($\frac{1}{2}$ credit) Athletics (3 periods a week) Teaching |
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DESCRIPTION OF COURSES

AGRICULTURE

Agriculture 41 (Farm crops). Prerequisite, high school graduation or equivalent. Required in Curricula VIa and VIk. Elective in Curriculum IV for students who take agriculture as the special subject, or for those who wish the special diploma in elementary agriculture. Also open to students who have completed Curriculum I. Fall term. One credit. An advanced course in the origin, development, and improvement of field crops as corn, wheat, oats, etc. A study of their classification, soil preparation, seed for planting, cultivation, harvesting, and storage. Crop rotation, diseases, and injurious insects. Seed selection. Methods of improvement. Judging. Weeds and methods of eradication. The course should be helpful to teachers preparing for graded and consolidated schools. Laboratory and field work, four periods a week. Text: Wilson and Warburton's Field Crops, and Bulletins and References. Mr. Seymour.

Agriculture 42 (Soil physics). Prerequisite, a year's work in high school physics or its equivalent. Required and elective as in the case of Agriculture 41. Open to students who have completed Curriculum I. Winter term. One credit. A definite and practical course in soil composition, soil-forming processes, soil classification, soil structure and texture, the organic matter of the soil, soil water and its movements and control, soil heat, soil air, land drainage, soil tillage, and dry farming. Standard exercises are worked out in the laboratory to make the work as concrete as possible. Text: Lyon, Fippin and Buckman's Soils. Their Properties and Management. Mr. Seymour.

Agriculture 43 (Horticulture and gardening). Prerequisite, high school graduation or its equivalent. Required and elective as for Agriculture 41 and Agriculture 42. Open to students who have completed Curriculum I. Spring term. One credit. Designed to give the student a definite notion as to the planning, planting, and cultivation of home and school vegetable gardens. A study is made of the care and management of fruit trees and small fruits and their adaptation to North Dakota

conditions. Laboratory work is largely out of doors and consists of planting and caring for gardens, fruits, etc. Pruning, graftage, and spraying will be taught. Text: Green's Popular Fruit Growing and special Bulletins on gardening and fruit growing, and references in the library. Mr. Seymour.

Agriculture 43p (Primary agriculture). Required in Curricula VIe and VIj. Alternates with Science 41. Spring term. One-half credit. This course aims to present some of the more important principles and methods of agriculture suitable for primary pupils. Gardening will be emphasized especially, each student being required to plan, plant, and care for a garden. Farm crops and domestic animals are considered briefly. Flowers and other material suitable for agriculture and nature study in the lower grades are given attention. The instruction is made concrete. Texts: Mann's Beginnings in Agriculture, Station Bulletins on gardening, farm crops, and domestic animals, and library references. Mr. Seymour.

Agriculture 51 (Animal husbandry). Required in Curricula VIa and VIk. Elective in Curricula IV and V. Fall or summer terms. One credit. The object is to teach students the origin, development, and method of improvement of the principal breeds of farm animals. Attention is given to the management and care of animals as kept on the average farm. Draft and light types of horses. Beef and dairy cattle. Lard and bacon types of swine. Mutton and wool types of sheep. Meat, eggs, and general purpose types of poultry. Stock judging, farm building plans, and milk testing constitute the laboratory work. Seven periods a week. Text: Harper's Animal Husbandry for Schools, Plumb's Types and Breeds of Farm Animals, and Station Bulletins. Mr. Seymour.

Agriculture 52 (Feeding of farm animals). Required and elective. See Agriculture 51. Winter term. One credit. Aim, to acquire a knowledge of the main principles of feeding farm animals. Food principles. The digestive system of an animal. Balancing and calculation of rations. Feeding standards. Dairying and its place in farm practice. Composition and care of milk. The Babcock test. Study of individual differences. Seven periods a week, four given to laboratory work. Texts: Harper's Animal Husbandry for Schools and Woll's Productive Feeding of Farm Animals. Mr. Seymour.

Agriculture 53 (Soil fertility). Prerequisite, at least a year of chemistry, and preferably two. Required and elective. See

Agriculture 51 and 52 above. Spring term. One credit. Chemical composition of the soil. Plant food and its use. Essential elements and crop requirements. Loss of soil fertility and methods of restoring and maintaining it. Farm and green manures. Commercial fertilizers. Field work. Principles illustrated by means of culture experiments. Seven periods a week. Texts: Hopkins' Soil Fertility and Permanent Agriculture, and Station Bulletins on soil fertility. Mr. Seymour.

Agriculture 31 (Farm crops and soils). Required in Curricula I, II, and IV. Fall, winter and summer terms; also spring term if there is sufficient demand. One credit. Prerequisites, the science courses of the first and second years. Classification of field crops. Rotation of crops and the principles which govern. All of the leading grain crops studied intensively. Soils adapted to each with attention to their preparation and management during crop growth. Seed selection and preparation, planting, cultivation, harvesting. Recognition of weeds and methods of control. Forage crops, including seeding, harvesting and uses. Miscellaneous crops, such as potatoes. The last part of the term is given to a systematic study of soils, including the following topics: Origin and classification of soils, physical properties of the soil, water supply of the soil, soil temperature, soil air, manures and soil fertility, humus, and factors in soil management. Laboratory and field work, four periods a week and recitation three periods a week. Use is made of the Normal-School and surrounding farms to make clear fundamental principles. Texts: Wilson and Warburton's Field Crops, Whitson and Walster's Soils and Soil Fertility. Experiment Station bulletins and library references. Mr. Seymour.

Agriculture 33 (Animal husbandry and gardening). Required in Curricula I, II and IV. Spring and summer terms. One credit. Prerequisites, the science courses of the first and second years and Science 32. Types and breeds of horses, cattle, sheep, swine and poultry. The origin, improvement and characteristics of each breed are emphasized. Relation between conformation of the animal and its purpose. Some attention is given to principles of feeding. The principal aspects of stock judging with drill and practice on the stock on the Normal-School farm. Recitations three periods and laboratory work four periods each week. The laboratory work is properly divided between stock judging and indoor exercises, such as learning the Babcock test and the planting and caring for

gardens on the school garden area. The main principles of gardening are learned through actual practice. Text: Harper's Animal Husbandry for Schools. Experiment Station bulletins and library references. Mr. Seymour.

PUBLIC SCHOOL ART

Art 13. Spring term. One-half credit. Required in Curricula I, II, and IV. The theory of color. Exercises to develop the color sense. Application of color to nature work and design. Drawing of animals and birds. Miss Deem.

Art 22. Winter term. One-half credit. Required in Curricula I, II, and IV. Free hand perspective. Applied and pictorial design. Art appreciation. Miss Deem.

Art 23. One credit. Elective. Spring term. Advanced design. Development of house plans as a method of understanding artistic and convenient house arrangement. Art principles dealing with dress design, house furnishing, and everyday aesthetics. Miss Deem.

Art 41, 42, and 43 (Drawing). Fall, winter, and spring terms. Three credits. Prerequisite, Drawing 21, 22, and 23. Required in Curricula II, IV, VIb, and VIg. Drawing from still life, cast, and life. Work in water color, colored crayons, and charcoal. Applied design. Mechanical drawing. History of art—a study of the history of the evolution of the various art forms as a method of understanding the art of today. Miss Deem and Miss Dodd.

Art 41p (Primary art). Winter and summer terms. One credit. Required in Curriculum VIj. This course is designed especially for primary teachers. The work is in water color, blackboard drawing, and clay modeling. Miss Deem.

Art 51a, 52a, and 53a (Methods in art). Fall, winter and spring terms. Three credits. Prerequisite, Drawing 21, 22, and 23, and Drawing 41, 42, and 43. Required in Curricula VIb and VIh. Methods of teaching art in all the grades. Handwork consisting of clay modeling, book-binding, lettering, basketry, pottery, etc. Problems of supervision. Exhibitions and decoration of the school room. The art crafts—further study of applied design in pottery, leather, copper and clay. Miss Deem.

Art 51d, 52d, and 53d (Applied design). Fall, winter, and spring terms. Prerequisite, Drawing 41 and 42 and Drawing 51. Required in Curriculum VIb. Three credits. Miss Deem and Mr. Selden.

COMMERCE

Commerce 11 and 22 (Penmanship). Required in Curricula I II, and V. Fall, winter, spring, and summer terms. One-half credit each term. Free hand writing, with abundant practice and drill on blackboard and on paper, and special attention to the correct pedagogy of the subject. Students are taught how to write well and how to teach writing well. Text: **The Curtiss Ideal**. Mr. Curtiss and Miss Cook.

Commerce 41a (Pen methods). Required of all. Six weeks only. Fall, winter, spring, and summer terms. One-half credit. This work is designed to prepare students to become teachers of writing and supervisors of writing, in school systems. Mr. Curtiss.

Commerce 41b, 42b, and 43b. (Bookkeeping). Required in Curriculum VIc. Elective in Curriculum II. Three credits. Special column ruling, duplicating devices, department ledgers, the keeping of branch store accounts, the opening and closing of partnership books, and office practice. The instruction in bookkeeping is entirely individual. Text: Curtiss' American Standard Bookkeeping. Mr. Curtiss.

Commerce 51s, 52s, and 53s. (Stenography). Required in Curriculum VIc. Elective in Curriculum II. Three credits. The fundamental principles of the subject, followed by extensive practice and accompanied by exhaustive test exercises designed to increase the student's stenographic vocabulary and strengthen the memory. Careful attention is given to business forms, legal and legislative documents, filing, copying, indexing, manifolding, as well as the general knowledge and habits required of the competent amanuensis. Text: Gregg's Short-hand Manual Gregg's Beginners' Letter Drills, Gregg's Short-hand Reader, The Great Stone Face (In Gregg's Shorthand), Gregg's Speed Practice, and Gregg's Speed Studies. Mrs. Greenwood.

Commerce 41t, 42t, and 43t. (Typewriting). Required in Curriculum VIc. Elective in Curriculum II. Fall, winter, spring, and summer terms. One and one-half credits. The

touch system; perfect mastery of the keyboard; care of the machine; rapid and accurate work, with a final minimum of speed of forty-five words per minute. Text: Rational Type-writing. Mrs. Greenwood and Miss Cook.

Commerce 41L and 42L (Commercial law). Required in Curriculum VIc. Elective in Curriculum II. Winter and spring terms. Two credits. A thorough study of the fundamental laws of business and principles governing trade. Practical application is made of every theory taught. Systematic instruction and drills in contracts, negotiable instruments, personal property, agency, partnership, corporations, insurance, and real estate transfers are conducted. Especial attention is paid to the preparation of all common legal documents. The formation of good business habits and the elevation of the ideals of citizenship are given careful thought in this course. Text: Burgess' Commercial Law. Mrs. Greenwood.

Commerce 41c (Commercial correspondence). Required in Curriculum VIc. Elective in Curriculum II. Fall and winter terms. One credit. Much attention is given in this course to correct English in letters and essays. Systematic drill is carried on throughout the year in all technicalities relating to business documents. In addition to extensive practice in business letter writing, the following short courses are incorporated; contracts, invoicing, billing, telegraphing, cabling, advertising, social correspondence and postal information. Text: Altmaier's Commercial Correspondence. Mrs. Greenwood and Miss Cook.

Commerce 51p (Office practice). Required in Curriculum VIc. Elective in Curriculum II. Spring term only. One credit. This course includes all work usually required of all employees in a business office, except bookkeeping. A co-partnership is formed and each member of the class is employed by the "firm" to do all of the work connected with the business, making and keeping up-to-date the mailing list, attending to the correspondence, advertising, filing, telegraphing, taking orders, filling orders, meeting business complications and coping with them, dealing with patriotic, social and civic conditions, etc. The work is carefully planned to meet the conditions of our state and results in the rapid development of individual initiative and intelligent business efficiency. Text: Knox's Business Efficiency and Greenwood's A Brief Course in Office Practice. Mrs. Greenwood.

Commerce 52t and 53t (Transcribing). Required in Curriculum VIc. Winter and spring terms. Pursued with Commerce 52s and 53s. Mrs. Greenwood.

Commerce 41u, 42u, and 43u (Stenographic bureau). Optional in Curriculum VIc. Three credits. The members of the class form a staff of amanuenses and clerical assistants offering their services to members of the institution at a stated time each day, and receiving credit instead of pay for the work done. The work is well diversified, is carefully supervised and serves as an excellent additional preparation for future efficient service. Mrs. Greenwood.

EDUCATION

Education 41 (History of education). Required in Curricula II, III, IV, V, and VIa-VIc. Repeated every term. One credit. Ancient schools are only briefly considered. Most of the time is devoted to such modern topics as how our forefathers established a system of free schools fit for American democracy, who their great leaders were, how the high school has grown up, why we teach children so differently from what our parents were taught, etc. Such study shows that our own problems of teacher-training, compulsory attendance, consolidation, and the like, are but the unfinished tasks in education-building that our fathers began. Rousseau, Pestalozzi, Froebel, and Herbart are carefully studied to show how fruitful their advice has been and how practical it is for everyday teaching. A glance is taken at European schools to see what we Americans can learn from them. Text: Graves' Student's History of Education. Mr. Finney and Miss Gray.

Education 42 (Philosophy of education). Required as in Education 41. Repeated every term. Planned to help the young teacher see clearly what a great service to his or her country teaching really is. Such insight inspires teachers to their very best as nothing else can. The value, or values, of education are explained, also the part education plays in civilization. What ought to be taught in our schools, and how and when, are among the questions raised, and answers are sought in both psychology and sociology. Pains are taken to acquaint the student with our American school system; i. e., how the schools are controlled, how funds are raised and distributed, how teachers are trained and paid, who our educational leaders

are and what they stand for. Special attention is given to school laws, classification of schools, rural school problems, etc., in North Dakota. Much use is made of the library. Text: Bachman's Principles of Elementary Education. Mr. Finney and Miss Gray.

Education 43 (School management). Required as in Education 41. Repeated every term. One credit. The art of managing a classroom. Drill on the rules that experience shows must guide, e. g., in planning the program securing quiet and good order, and avoiding mistakes in discipline. The reasons for these rules are carefully explained. School hygiene is also studied. Text: Bagley's Classroom Management and Dressler's School Hygiene. Mr. Finney and Miss Gray.

Education 51 (Advanced history of education). Required in Curricula IV and V. Fall term. One credit. Prerequisite, Education 41. An intensive review of the history of education and a comparative study of foreign school systems. Library references. Text: Parker's History of Modern Elementary Education. Mr. Finney.

Education 52 (Advanced philosophy of education). Prerequisite, Education 42. Required in Curricula IV, and V. Winter term. One credit. A more extended study of the problems discussed in Education 42. Designed to acquaint advanced students with the theories of educational leaders, particularly those of John Dewey. Text: Dewey's Education and Democracy. Mr. Finney.

Education 53 (Advanced school management). Required in Curricula IV, V, and VIk. Spring and summer terms. One credit. For principals of village and consolidated schools. Deals with practical problems of administration, such as, the school and the government, school officers, supervision of teachers, grading and promotion, the course of study, special high-school problems, records, and accounts, material equipment, costs, social activities, the principal's career, etc. Problems and opportunities peculiar to consolidated schools receive special consideration. Library reading. Mr. Finney.

Education 41a (General methods). Required in Curricula II, III, IV, V, and VIa-VIk. Six weeks, and offered twice each term. A general study of the fundamental principles of teaching. Text: Earhart's Types of Teaching. Mr. Goodier and Miss Norton.

Education 41t, 42t, and 43t, or 51t, 52t, and 53t (Teaching). Required three terms in Curricula II, III, IV, V, VIa, VIb, VIc, VIc, VIe, VIg, VIh, and VIk; and five terms in Curricula VIe, VII, and VIj. Additional terms may be elected in Curricula IV and V. Fall, winter, spring, and summer terms. Three credits. From thirty to forty-five minutes of teaching, or its equivalent, each day. Critics.

Education 41b (Observation). Elective. One credit. Fall, winter, spring, and summer terms. A substitute for one term of teaching in any Curriculum. The critics of the Training School present different types of lessons before the class. The lessons are discussed to discover the principles illustrated in the teaching. Mr. Goodier.

Education 23 (Rural pedagogy). One term. A study of the conditions, needs, and opportunities of the rural schools of our state; based on a text and on the publications of state and national departments of education. Half the term will be given to primary methods and handwork. Miss Van Middlesworth and Mr. Wallace.

Education 33 (Observation and teaching). A study of methods of teaching the common branches, with observation of class teaching, followed by teaching by the student under careful guidance and criticism. Mr. Wallace.

HOME ECONOMICS

Home Economics 11c, 12c and 13c (Cooking). Required in Curricula I, II, and IV. Fall, winter, and spring terms, alternating with Home Economics 11s, 12s, and 13s. The work of each term is prerequisite to that of the succeeding term. One-half credit each term. The work of Home Economics 41c, 42c, and 43c presented with the problems of the rural school teacher in mind. The school lunch problem. Suggestions for courses and simple, inexpensive equipment. Cold-pack canning and methods of food preservation for use in club work. Miss Sly.

Home Economics 11s, 12s, and 13s (Sewing). Required in Curricula I, II, and IV. Fall, winter, and spring terms, alternating with Home Economics 11c, 12c, and 13c. The work of each term is prerequisite to that of the succeeding term. One-half credit each term. The work of Home Economics 41s, 42s, and 43s is presented with the problems of the rural-school

teacher in mind. Outlines and courses of study to meet the demands of the teacher of the rural school. Simple problems in dress design and construction. Miss Clark.

Home Economics 41c, 42c, and 43c (Plain Cooking and correlated food study). Required in Curriculum VI^d, and elective in others. Fall, winter, and spring terms, alternating with Home Economics 41s, 42s, and 43s. The work of each term is prerequisite to that of the succeeding term. Plain cookery, developing preparation of foods based on study of food classes. Emphasis on economy in use of material, and on food combinations with detailed study of food classes. Texts: Green's Textbook of Cooking, and Bailey's Source of Chemistry and Use of Food Products. Miss Sly.

Home Economics 41s, 42s, and 43s (Plain Sewing). Required in Curriculum VI^d, and elective in others. Fall, winter, and spring terms, alternating with Home Economics 41c, 42c, and 43c. The work of each term is prerequisite to that of the following term. One-half credit each term. The fundamentals of sewing and their application to simple articles. All hand sewing. Simple garment construction. The beginning of machine work. The child's romper suit or underskirt. Drafting (straight-cover, underskirt, and nightgown. Text: Kinne and Cooley's Shelter and Clothing. Miss Clark.

Home Economics 41p (Physiology). Required in Curriculum VI^d. Fall term. One credit. Physiology with special reference to the physiology of nutrition and the maintenance of a healthy body. Necessary for a proper understanding of food study and dietetics. Text: Peabody's Physiology and Anatomy. Miss Sly.

Home Economics 41n. (Home nursing). Required in Curriculum VI^d. Six weeks only. Spring term. One-half credit. The practical treatment of simple ailments of the human body. Methods of handling simple emergencies that may occur in the home, school, or elsewhere. Proper care of the sick in the home, and a brief course in invalid cookery. Text: Harrison's Home Nursing. Miss Sly.

Home Economics 41t, 42t, and 43t (Textiles). Required in Curriculum VI^d. Alternating and giving credit with Home Economics 41s, 42s, and 43s. History and character of textile fibers, cotton, wool, silk, and linen. Special attention is given to the proper selection of textile materials, wearing qualities,

permanance of color, adulterations, and their adaptability to the particular use for which they are selected. Text: Gibbs' Household Textiles. Miss Sly.

Home Economics 51c, 52c, and 53c. (Advanced cooking). Required in Curriculum VI^d. Elective in others. Prerequisite, Home Economics 41c, 42c, and 43c. Fall, winter, and spring terms, and Home Economics 51c in the summer term, alternating with Home Economics 51s 52s, and 53s. One and one-half credits. Foods which are more elaborate in composition and preparation. Attention given to food combinations and the correct service of foods. Marketing with reference to cost of materials and return in food value. Practice in serving luncheons and dinners. A demonstration is required of each pupil in some phase of cooking. Text: Kinne and Cooley's Food and Household Management. Miss Sly.

Home Economics 51s, 52s, and 53s. (Advanced sewing and dress making). Required in Curriculum VI^d, elective in others. Prerequisite, Home Economics 41s, 42s and 43s. Fall, winter, and spring terms, and Home Economics 51s in the summer term, alternating with Home Economics 51c, 52c and 53c. One-half credit each term. Garment work—the making of a woolen dress for school. Use of commercial patterns. Design work and straight-line draft. Use of attachments on sewing machines. Planning and "making over" a dress. The making of a percale or gingham dress, or cooking uniform, tailored shirt or skirt of linen or cotton material. The making of an afternoon dress—with attention to problems of design. Outlines. Study of textbooks and equipment. Miss Clark.

Home Economics 51m. (Millinery). Required in Curriculum VI^d. Six weeks only. Spring term. One-half credit. Making and trimming hats. The development of skill in the use of materials and taste in their selection. Methods of cleaning and renovating materials used in remodeling hats. Miss Clark.

Home Economics 51n. (Art needlework). Required in Curriculum VI^d. Six weeks only. Spring term. One-half credit. Training in the application of design and skill in needle work to the finishing and decoration of articles of use, either clothing or household furnishings. Various styles of embroidery, knitting and crochet work. Miss Clark.

Home Economics 51d and 52d. (Dietetics). Required in Curriculum VI^d. Fall, and winter term, alternating and giving credit with Home Economics 51c and 52c. The relation of

physiology and chemistry to foods and the preparation of the diet. The balanced ration. The feeding of people of all ages under various conditions. The diet of school children, and the school lunch. Text: Kinne and Cooley's Household Management. Miss Sly.

Home Economics 52h and 53h. (Household management). Required in Curriculum VI^d. Spring term, alternating and giving credit with Home Economics 53c. The family budget and proper management of financial resources. Text: Kinne and Cooley's Household Management. Miss Sly.

Home Economics 51a. (Review food study). Required in Curriculum VI^d. Spring term. One credit. Review food study. A deeper and more exhaustive study of common food stuffs in relation to the broader problems of production, distribution, and consumption. The history and literature of home economics together with its organization in public schools. Miss Sly.

Home Economics 41h. (Home decoration). Required in Curriculum VI^d. Six weeks only. Spring term. One-half credit. Organization and plan of the home. Principles of decoration and the selection of suitable furnishings for a modest home. Care of the home and plan of household economy of labor. Text: Kinne and Cooley's Shelter and Clothing. Miss Sly.

HISTORY

History 12. (European background of American history). Required in Curricula I, II, and IV. Winter term. One credit. Aim: to form a background for the study of American history and the development of American institutions. Mrs. Patton.

History 21, 22, and 23. (American history and citizenship). Prerequisite, the completion of a year's work in the State Normal school or high school, including History 12, or equivalent. Required in Curricula I, II, and IV. Must be taken in fall, winter, and spring terms. Three credits. Aim: to give an understanding of American history and institutions and an appreciation of American citizenship, suited to the work of the elementary school teacher in the light of the world war and the new democracy. History 21 covers the field from Columbus to the Civil war; History 22 from the Civil war to the Spanish war, including six weeks devoted to the history of North

Dakota; History 23 (Citizenship) is a study of the United States as a world power, a comparison of the various forms of government, the relation of the United States to her neighbors, and an appreciation of American citizenship. Mr. Wemett.

History 31, 32, and 33. Civics, economics, and sociology). Prerequisite. History 13, 21, 22, and 23. Required in Curricula I, II, and IV. Three credits. Must be taken in the fall, winter, and spring terms. Aim: to give an understanding of American life and institutions from the viewpoint of its political, economic and social development, with emphasis upon the application of these subjects to rural conditions. Mr. Wallace.

History 41a. (Review American history). Prerequisite, History 12, 21, 22, 23, 31, 32, 33, or graduation from a four-year high school. Required in all Curricula, except Curriculum I. A review of the important phases of American history, with a study of the best methods of teaching history in the grades and an examination of materials used. Mr. Wemett.

History 51, 52, and 53. (Advanced social science). Prerequisite, graduation from Curriculum II or III, or equivalent. Elective in Curricula IV and V. Three credits. Fall, winter, and spring terms. Must be begun in the fall. In the first term the industrial development of the past century is studied to show the economic laws which have been developed by our leading economists. In the second term the social development of the last century is studied in the same way. In the third term the class makes an intensive study of the principal political, industrial, and social problems now before the American people, such as the negro problem, the trusts, immigration, child labor, crime, pauperism, the liquor problem, the labor problem, etc. The main facts of these problems are collected and the opinions of leading writers concerning their solution are discussed. Reference books are used. Mr. Wemett.

History 21a (Current events). Elective Prerequisite, completion of one term's work in the Normal school. One credit. Offered each term. A study of the events of the day. Magazines and papers are used. Mrs. Patton.

KINDERGARTEN

Kindergarten 41, 42, and 43. (Kindergarten theory). Required in Curriculum VIe. Fall, winter, and spring terms. Three credits. A study of the child under seven years of age. Froebel's gifts,

Froebel's Mother Play and modern materials. Montessori apparatus, songs, games, stories, programs and handwork. Texts: Blow's Song and Music of Froebel's Mother Play, Harrison's A Study of Child Nature, Fulmer's The Use of Kindergarten Gifts and Atwood's Kindergarten Theory and Practice. Miss Lyford.

Kindergarten 51 (Advanced kindergarten theory). Required in Curricula VIe and VIj. Winter term. One credit. A study of the history of and principles underlying the conduct of a kindergarten. Froebel's Education of Man. Making of supply lists. Advanced handwork. Texts: Hailmann's Froebel's Education of Man, and Vandewalker's The Kindergarten in American Education. Miss Lyford.

LANGUAGES

Language 11. (Reading). Required in Curricula I, II, and IV. Fall and summer terms; also winter term if there be sufficient demand. One credit. Aim: to read understandingly and with expression. Special emphasis is given to the interpretation of good literature, especially literature suitable for rural schools. Training in the use of the dictionary and in social and business letter-writing form a part of this course. Texts: Selected classics—prose. Miss Van Middlesworth and Miss Chase.

Language 12. (Grammar One). Prerequisite, Language 11. Required in Curricula I, II, and IV. Winter term; also spring term if there be sufficient demand. One credit. Aim: to teach students to speak and write correctly, with emphasis upon sentence-structure. Oral theme work, written work with papers on everyday experiences and imaginative themes, and intensive spelling are included. Texts: Selected classics—prose. Miss Van Middlesworth and Miss Chase.

Language 13. (Grammar Two). Prerequisites, Language 11 and 12. Required in Curricula I, II, and IV. Spring term; also summer term if there be sufficient demand. One credit. Continuation of Language 12, with emphasis on the parts of speech, inflection, and syntax, with a view to correcting mistakes common in everyday speech. Texts: Selected classics—poetry. Miss Van Middlesworth and Miss Chase.

Language 21, 22, and 23. (Rhetoric). Prerequisites, Language 11, 12, and 13. Required in Curricula I, II, and IV. Fall, winter, and spring terms; also Language 21 in the summer term. Three credits. Emphasis is placed on the laws of correct expression in written and oral English. The development of an appreciation of English masterpieces. A consideration of the various types of discourse, with emphasis upon the details in the form of expression. Much attention is given to oral composition and to oral reports of articles from leading magazines, and some attention is given to debate and argumentation, with the preparation of abstracts and oral arguments presented before the class. Two or three classics are studied intensively each term in addition to assigned reading. Texts: Hanson's Two Years' Course in English Composition or Scott and Denney's Elementary English Composition and selected classics. Miss McCoy.

Language 31 and 32. (Literature). Prerequisites, Language, 11, 12, 13, 21, 22, and 23. Required in Curricula I, II, and IV. Two credits. Fall and winter terms; also Language 31 in the summer term. Aim: to create in the student an increasing enjoyment of genuine literature and the ability to judge good writing, and to show him how to present the work as a teacher himself. The selections studied will consist of choice examples of the chief types of poetry and prose, and include the poems, sketches, and stories for the various grades as definitely outlined in the Course of Study for the Common Schools of the State. Both oral and written themes will be required. Texts: Selected classics. Miss Rawlins.

Language 33. (Public speaking). Prerequisites, Language 31 and 32. Required in Curricula I, II, and IV. One credit. Spring term. To develop in the student effective English in both speech and writing. The course will include training in the use of the periodical literature, both written and spoken debate and oratory, prepared talks on topics of current interest, extemporaneous speaking, and a working knowledge of parliamentary law. Each student is, if possible, to appear at least once before the entire school in debate, oration, or other form of public address. Texts: Library materials. Miss Rawlins.

Language 21a, 22a, and 23a. (American literature). Elective in Curricula I, II, and IV. Three credits. Fall, winter and spring terms; also Language 31a in the summer term. A study of the works of American writers—Irving, Bryant, Poe, Whit-

tier, Longfellow, Holmes, Lowell, Hawthorne, Lauier, Whitman, and Emerson. Special attention is given to books and stories suitable for the grades and rural school libraries and methods of teaching literature. Texts: Riverside Literature Series. Miss Van Middlesworth.

Language 41a. (Review grammar and composition). Required in Curricula II, VIa-VIc. Offered each term, including the summer term. One credit. A review of English grammar to enable students clearly to understand sentence structure, types of predicate verbs, and the important laws of syntax and requirements of good usage most commonly violated, keeping constantly in view the thought that each student, as a future guardian of the speech-habits of the boys and girls in the public schools, should be trained, as far as possible, to detect quickly and to correct by short but oft-repeated drill, all the more evident mistakes in everyday English in his or her schoolroom. Letter writing is reviewed, and brief written themes on current impressions, experiences, and events are presented for careful criticism of spelling, punctuation, and other matters of form. One long paper, technically known as the professional theme, is required of each student as the culmination of the work in composition. Text: Kittredge and Farley's Advanced English Grammar. Miss Raylins.

Language 41b. (Reading Methods). Required in Curricula II, IV, and VIa-VIc. Six weeks. One section each half-term; also given in the summer term. One-half credit. The course includes the general principles of teaching reading in the grades, story-telling and dramatization. Lesson plans are discussed as well as suitable texts for each grade. Text: Klapper's Teaching Children to Read. Miss Dewey.

Language 41d. (Reading and dramatic art). Required in Curriculum VIj, and elective in Curriculum VIe. Aim: to lead the student to read effectively selections from the best literature, with special attention given to the reading and dramatization of selections suitable for primary grades. Texts: Selected readings. Miss Dewey.

Language 51, 52, and 53. (Advanced literature). Elective in Curricula II, IV, V, VIe, and VIj. Fall, winter and spring terms and Language 51 in the summer term. Three credits. An intensive study of some particular period or form of English literature with a view to teaching the student how to read

with appreciation and how to teach literature. The subjects vary from year to year and include courses in the drama, fiction, and poetry of the nineteenth century, and American literature. The course for 1918-19 will be a study of literary types, with particular attention to the various types of poetry. Moulton's "The Modern Study of Literature" will be used as the basis of the course. Miss McCoy.

Language 51e. (Expression: public speaking). Required in Curriculum VII. Winter term. One credit. Extemporaneous or informal speech making. A study of typical speeches and the principles underlying the writing and presentation of effective speech. The reading of orations and other selections from good literature. Extemporaneous talks before the class on topics of current interest. Texts: Cummock's Choice Readings and library material. Miss Dewey.

Language 52e. (Expression: Story-telling and children's literature.) Required in Curriculum VIj. Spring and summer terms. One credit. A study from the literary and educational points of view of literature suitable for the children of the grades, especially the upper grades; also instruction and practice in story-telling. Miss Dewey.

Language X (Supplementary grammar). Designed to be helpful to students who are delinquent in spelling, grammar, and composition. Students may be asked to enter this class at any time as long as the individual needs may require. This class meets from one to three hours a week according to the special needs of its members. Miss Rawlins, Miss Cooley, and Miss Chase.

Language Xa (Supplementary reading). Offered each term. No credit. Designed to help students who are deficient in oral reading or enunciation. Also helpful to students in reading methods who may require additional work in that subject. The class meets one, two, or three hours a week according to the need of its members. Miss Dewey.

Language 31g, 32g, and 33g (Second German). Elective in Curricula II, IV, and V. Fall, winter, and spring terms. Three credits. Designed to increase facility in understanding and expressing thought in the German language. To give students mastery over the fundamentals of German grammar, and to introduce them to the choicest German literature. Continued drill in pronunciation, translation, and reading. Dictation ex-

ercises. Composition consisting of grammar drills, paraphrasing of poetry, reproduction of prose, original themes, and character sketches. Conversation, oral composition, reading and recitation of choice poems. Bacon's German Grammar, Carruth's German Reader, Heyse's *L'Arrabbiata*, and other selected classic. Miss Kittel.

Language 21L, 22L, and 23L. (Latin). Elective in Curricula II, IV, and V. Fall, winter, and spring terms. Three credits. Aim, to give the student a vocabulary, a thorough knowledge of forms and the fundamental principles of syntax, to enable him to read Latin selections as soon, as rapidly and easily as possible. The kinship between Latin and English words is carefully noted. Constant drill in pronunciation and forms, with daily written exercises in Latin. Text: Smith's Latin Lessons. (Not given in 1918-19).

Language 31L, 32L, and 33L. (Latin). Prerequisites, Language 21L, 22L, and 23L. Elective in Curricula II and IV. Fall, winter, and spring terms. Three credits. Designed to give the student an understanding of the Roman world and its institutions and to increase his knowledge of the Latin element in the English language by a thorough study of a large part of Caesar's "Gallic War." Careful attention is given to the geography of Roman days, and papers and talks are required of students on the customs and habits of the Romans, and their meaning to us. Text: Harkness-Forbes' Caesar's Gallic War. (Not given in 1917-18).

Language 51F, 52F, and 53F. (French). Elective in Curricula IV and V. One credit each term. Elementary grammar and reading. Practice in writing and hearing French. Careful attention given to colloquial French. The reading will consist of from four to six easy books.

LIBRARY

Library 12. (Library methods). Required of all entering students. Winter term only. One hour a week. Designed to familiarize students with the arrangement of the books, and to give general instruction which shall make possible an intelligent use of the library. Miss Crane.

Library 41a. (Library methods). Required in Curricula II, III, IV, and VIa-VIc. Fall term only. One hour a week.

A study of the arrangement of the books on the shelves, the general plan and the possibilities of the classification the use of the card catalog, the value and use of reference books, such as the principal dictionaries, encyclopedias, atlases, gazetteers, and year-books, the various types of periodicals with instruction in the use of the Reader's Guide, the influence of good and bad books on children and the teacher's responsibility in directing and encouraging children's reading. What books are suitable for children of various ages, what things are to be considered in buying books, and lists which aid in selection. How to obtain all the information a book affords from the title page, preface, table of contents, and index. The relation between the school and all library agencies—state and local. Miss Crane.

MANUAL TRAINING

Manual Training 11 and 12. (First principles of manual training). Required in Curricula I, II, and IV. Offered each term, including summer term. One credit. This course is similar to that offered in the grades and is planned to accommodate pupils who enter the State Normal School without having completed the work in manual training usually offered in the grades. Texts: Selden's Woodwork for the Grades, and Wood Finishing. Mr. Wunn.

Manual Training 13 or 41. (Joinery). Required in Curricula I, II, IV, and VI, and elective in others. Offered each term, including summer term. One credit. Problems in simple farming and methods used in joining materials used in simple structures. The principles of rafter and roof construction, splicing and bracing. Text: Selden's Elementary Woodwork. Mr. Wunn.

Manual Training 42c and 43c (Cabinetwork). Required in Curriculum VI. Offered each term, including summer term. Two credits. A study of the principles underlying proper furniture construction and the differences between good construction and faulty. Upholstering and repairing of furniture and the selection of reliable materials in making purchases. Finishing and the care of furniture. Young women find the work of this course valuable in the care of the home. Text: Selden's Elementary Cabinetwork. Mr. Selden.

Manual Training 51 (Turning). Required in Curriculum VI^f, elective in others. Offered each term, including summer term. One credit. A study of the elementary principles of wood turning. Text: Selden's Elementary Turning. Mr. Selden.

Manual Training 52 (Patternwork). Required in Curriculum VI^f, elective in others. Offered each term. One credit. A study of the making of patterns for repairs and for machines in general. Text: Selden's Elementary Patternwork. Mr. Selden.

Manual Training 42f and 43f (Farm carpentry). Offered each term. Two credits. Students who complete this course should be able to design and construct buildings usually needed about the farm home. They are able to read architects' plans and draw plans of simple structures. Mr. Wunn.

Manual Training 41m (Art metalwork). Required in Curriculum VI^f, elective in others. Spring term. One credit. In addition to the usual studies in the working of art metals, the student learns to solder and repair sheet metal objects, do tinners' work and polishing. Mr. Selden.

Manual Training 51h (Industrial history). Required in Curriculum VI^f, elective in others. Summer and fall terms. One credit. Studies in type manufactures as a basis for teaching our leading industries in the grades. The development of modern industry. The home industries of England and the changes from home to factory and from craftsmanship to modern, scientific workmanship. The great personalities in industry. A broad view of industrial life, showing the magnitude and importance of our modern industries. The relation of the development of modern industry and the need for the study of industrial science. Materials for object lessons and the presentation of the subjects in the grades. Mr. Selden.

Manual Training 52e (Equipment and organization). Required in Curriculum VI^f, elective in others. Winter term. One credit. The selection of equipment and the organization of classes in manual training in rural, consolidated, and other public schools. Text: Selden's Suggestive Courses in Mechanical Science. Mr. Selden.

Manual Training 41a (Manual training methods). Summer term. One credit. This course is planned especially for teachers who are preparing to teach in the rural and smaller schools

of the state and who do not have the necessary preparation to enter Manual Training 53a. The work is very concrete and exceptionally helpful when time is limited. Text: Selden's Mechanical Science Methods. Mr. Wunn.

Manual Training 53a (Manual training methods). Required in Curriculum VI^f, elective in others. Spring term. One credit. This course covers the special work in methods required of those preparing to teach this subject in any of the public schools. Text: Selden's Mechanical Science Methods. Mr. Selden.

Manual Training 51b and 52b (Blacksmithing). Elective. Spring term. Two credits. This course covers the usual processes in blacksmithing required on the farm and in rural communities. Text: Bacon's Forge Practice. Mr. Selden.

Manual Training 51m, 52m, and 53m (Machine work). Elective. Each term. Three credits. With the advance in modern mechanical appliances, knowledge of the working of cold metal by the use of power-driven tools becomes a desirable part of a liberal education. To be able to discuss intelligently the advance in modern machinery construction and to be intelligent in the handling of common machines is an advantage to every teacher in the public schools. Chipping and filing and operation of machine tools supply a foundation for a broad study of this part of industrial life. Mr. Selden.

Manual Training 51f (Furniture design). Elective. Each term. One credit. A consideration of the various styles of furniture, both historical and practical. Each student is expected to work out a design to be used in a subsequent term of cabinet work. Mr. Selden.

Manual Training 51h (History of manual training). Summer term. One credit. A study of the development of school shop courses, their content and purpose. For this course the school has an exceptionally complete library of early reports and works on all phases of the school shop movement. Mr. Selden.

Manual Training 41d, 42d, 43d, and 51d, 52d, 53d (Mechanical drawing). Required in Curriculum VI^f, elective in others. Offered each term. Six credits. The elementary principles of mechanical drawing and their application in practical drafting. Problems in simple objects are carefully graded up to and

including work in designing simple machines with complete working drawings, and the draftings of complete plans for buildings. Text: Selden's Elementary Drawing. Mr. Selden.

Manual Training 51p, 52p, 53p (Printing). Elective. Offered each term. The work covers the fundamental principles of composition and press work. In addition to studies planned to teach specific lessons, students are given opportunity to do practical work. After reaching certain standards of proficiency they are given work for which they receive compensation. Mr. Selden.

MATHEMATICS

Mathematics 11 and 12 (Unified mathematics). Prerequisite, arithmetic of the eighth grade. Required in Curricula I, II, and IV. Fall and winter terms. Two credits. The aim is to give an introduction to the essentials of algebra and geometry that will be helpful to the rural-school teacher. The course will lead through the fundamental operations of algebra and the equation, and the basic propositions of geometry from the view point of the problem and construction. Text: To be selected. Mr. Meyer.

Mathematics 13a (Arithmetic). Prerequisite, Mathematics 11 and 12. Required in Curricula I, II, and IV. Spring term. One credit. Fundamentals and drills in arithmetic with emphasis upon methods for presenting them in the grades. Text: Wordworth-Smith's Arithmetic, and Davies' Fundamental Operations. Mr. Meyer.

Mathematics 21a (Arithmetic). Prerequisite, Mathematics 13a. Required in Curricula I, II, and IV. Fall term. One credit. A general review of the subject with emphasis on the applications to farm accounts. Text: Wentworth-Smith's Arithmetic, and Calfee's Farm Arithmetic. Mr. Meyer.

Mathematics 13 (Algebra). Prerequisite, Mathematics 11 and 12. Elective in Curricula I, II, and IV. Spring term. One credit. Factoring and fractions. Text: To be selected. Mr. Meyer.

Mathematics 21 (Algebra). Prerequisite, Mathematics 13. Elective in Curricula I, II, and IV. Fall term. One credit. Simultaneous linear and quadratic equations and their graphs. Text: To be selected. Mr. Meyer.

Mathematics 22, and 23 (Geometry). Prerequisite, Mathematics 11, 12, 13, and 21. Elective in Curricula I, II and IV. Winter and spring terms. Two credits. Continuation of the geometry of Mathematics 11 and 12 in a more formal manner covering the plane geometry. Text: To be selected. Mr. Meyer.

Mathematics 41a (Review arithmetic). Prerequisite, Mathematics 11 and 12. Required of all. Fall, winter, or spring terms. One credit. A review of the subject matter of arithmetic from the standpoint of the elementary school. Each topic in the course is considered with reference to the requirements of child psychology and the demands of industry. Emphasis is placed on methods of drill in the fundamental operations, and on the application of number to the environment of the child. Text: Hamilton's School Arithmetic and Suzzallo's The Teaching of Primary Arithmetic. Mr. Meyer.

Mathematics 51, 52 and 53 (Advanced algebra). Prerequisite, a good understanding in the mathematics offered during the first year in Curriculum II. Elective. Fall, winter, and spring terms. Three credits. Least common multiple by long division, application theory by indices, surds, imaginaries, quadratics and their graphs, indeterminate equations, inequalities, progressions, functions and the theory of limits, derivatives of simple algebraic functions, series including special formulae for development and summation, logarithms, determinants, and the elements of the theory of equations. Designed especially as an elective in Curricula IV and V, but may be pursued by any student who has satisfied the prerequisites. An excellent course preparatory to the study of physics for students who can elect it in their second year, and if followed by Mathematics 51a in the third year, the preparation is complete. Text: Taylor's College Algebra. Mr. Meyer.

Mathematics 51t, 52t, and 53t (Trigonometry and applications). Prerequisites, arithmetic, algebra, geometry, and advanced algebra. Elective in Curricula IV and V. Fall, winter, and spring terms. Three credits. Plane and spherical trigonometry, manipulation of formulae; reduction of inverse functions; trigonometric equations; series, exponential. Hyperbolic functions: graphs of trigonometric and inverse functions; logarithms and trigonometric function series. De Moivre's theorem; physical applications and theory of wave motion; problems in heights, distances, surveying, and sailing, and ap-

plications of spherical trigonometry. If Mathematics 51, 52, and 53 is pursued in the second year, it is advisable that the student pursue this course in the third year for the best possible preparation for physics in the fourth year. Texts: Wentworth's Plane and Spherical Geometry (Second Revised edition), and Barker's Computing Tables and Formulæ. Mr. Meyer.

PUBLIC-SCHOOL MUSIC

Music 11 (Singing). Required in Curricula II, IV, and VIj. Fall term. One-half credit. Students are taught to sing many of the best songs with particular attention to good tone qualities, articulation, and correct breathing, and phrasing. The theory of music and practice in reading music at sight. Texts: Congdon's Primer (No. 1), and Eleanor Smith's Primer (No. 1), Miss Wright.

Music 13 (Singing). Required in Curricula I, II, and IV. Spring term. One-half credit. Songs and their proper rendition. Drills in reading music at sight. The theory of music. The organization of rural school music and study of best material to be used. The memorizing of standard patriotic songs, folk songs, and a few of the great hymns. Texts: Fullerton's Public-School Song Book, Eleanor Smith series, Codas, etc. Miss Wright.

Music 41a (Singing Methods). Required in Curricula II, III, IV, and V. Six weeks. Offered each term, including summer term. One-half credit. An effort is made to give the best preparation possible in a limited time for teaching music in the grades of elementary schools. Text: Various manuals. Miss Amidon.

Music 41b, 42b, and 43b (Supervisors' methods). Required in Curricula VIg and VIh. The first term is required also in Curricula VIe and VIj. Fall, winter, and spring terms. The first term's work is offered also during the summer. Three credits. A careful study of the material for all grades and high school, and the best method of presentation. A study and comparison of the various public-school music systems. Training in conducting. Each student is required to conduct several public programs before graduation. A careful study of the child's voice as it develops through the various grades, ear-training, rapid sight singing, and artistic rendition of glees

and choruses. Texts: Progressive Musical Course, Eleanor Smith's Music Course, Educational Music Course, and Lyric Music Course. Miss Amidon.

Music 51h, 52h, and 53h (History of music). Required in Curricula VIg and VIh. Fall, winter, and spring terms. One and one-half credits. The evolution of music from the earliest time to 1600. European schools of music, American music and American composers. Texts: Pratt's History of Music and Elson's History of Music. Miss Amidon.

Music 51ha, 52ha, and 53ha. (Harmony). Required in Curricula VIg and VIh. Fall, winter, and spring terms. One and one-half credits. Scales, intervals, and easy part writing. More difficult part writing. All inversions of triads and seventh chords, and modulations. More difficult modulations, suspensions, organ-point, melody-writing and harmonizing, and musical analysis. Text: Goetschians' Harmony. Miss Amidon.

Music 51t, 52t, and 53t. Required in Curricula VIg and VIh. Fall, winter, and spring terms. One-half credit each term. Teaching music in the training school under the supervision of the head of the department. Miss Amidon.

Music 11v (Voice). Elective. A study of the early chapters of "Resonance in Singing and Speaking" by Fillebrown. Illustrative exercises for proper tone placement. Mr. Woodhams.

Music 12v (Voice). Prerequisite, Music 11v. A continuation of the study of Fillebrown. Exposition of tone as applied to the singing and speaking voice. A consideration of some of the simpler vocalizes and simple English songs. Mr. Woodhams.

Music 13v (Voice). Prerequisite, Music 12v. Elective. Continued study of Fillebrown, and later works of Meyer on "Position and Action in Singing." English songs and ballads. Songs of the French and Italian schools in English. English and Italian Vocalizes. Mr. Woodhams.

Music 21v, 22v, and 23v (Voice). Prerequisite, Music 11v, 12v, and 13v. Elective. Italian songs and simpler German Lieder. Attendance is required at all public recitals, as well as performance in public at the discretion of the instructor. Mr. Woodhams.

Music 31v, 32v, and 33v (Voice). Prerequisite, Music 21v, 22v, and 23v. Elective. A consideration of lighter arias from

operas, and less difficult oratorio arias. English literature. Song analysis. Ensemble work of trios, quartettes, and chorals. Public performances. Mr. Woodhams.

Music 41v, 42v, and 43v (Voice). Prerequisite, Music 31v, 32v, and 33v. Elective. A study of the more difficult arias from operas and oratorios. English art songs. Program building. Teaching methods and a general study of the French, English, German, and American Schools of art literature. Mr. Woodhams.

Music 11p (Piano). Elective. Technique. Duvernoy. Op. 120. Bach (Little Preludes and Fugues). Heller, Op. 47. Mixed sonatinas. Shorter compositions of modern and classical composers. Mrs. Wright and assistants.

Music 12p (Piano). Prerequisite, Music 11p. Elective. Technique. Duvernoy. Heller, Op. 46. Bach. Mixed sonatinas. Compositions by modern and classical composers. Mrs. Wright and assistants.

Music 13p (Piano). Prerequisite, Music 12p. Elective. Technique. Bertini, Op. 101. Heller, Op. 45. Bach. Mixed sonatas (easier ones). Compositions by modern and classical composers. Mrs. Wright and assistants.

Music 21p, 22p, and 23p (Piano). Prerequisite, Music 11p, 12p, and 13p. Elective. Technique. Studies of Burgmüller, Berlin, Heller, Duvernoy, Bach (Little Preludes and Fugues, Peters' Ed.), Köhler, Op. 128 (School of Velocity). Mixed sonatinas and easier sonatas, Scherzinger Ed. Easiest compositions of Beethoven, Berowski, Dennie, Chaminade, Godard, Lynes, Loek, Nevin, Merkel, and others. Mrs. Wright and assistants.

Music 31p, 32p, and 33p (Piano). Prerequisite, Music 21p, 22p, and 23p. Elective. Technique. Studies of Heller. School of Velocity, Köhler, and Cramer. Buelow Studies. Books I and II. Czerny, Op. 297. Bach, Second and Third Part Inventions. Bach-Briscom Ed. Bach, French Suite. Sonatas of Mozart, Hadyn, and easier Beethoven. Compositions of modern and classical composers. Mrs. Wright and assistants.

Music 41p, 42p, and 43p (Piano). Prerequisite, Music 31p, 32p, and 33p. Elective. Technique. Studies from Cramer-Buelow, Books III-IV. Czerny, Op. 299, also 740. Clementi Gradus Ad Parnassum. Easier Chopin Studies. Sonatas, Bee-

thoven, Grieg, Chopin, and others. Well-Tempered Clavichord of Bach. English Suite, Bach. Compositions of Schumann, Schubert, Chopin, Mendelssohn, Grieg, Sinding, Moszkowski, Tscharkowsky, Liszt, Brahms, Debussy, and others. Mrs. Wright and assistants.

Music 11vi (Violin). Elective. Special attention to the correct position of the body, and the proper way to bow the instrument, as well as the full relaxation of the bow arm and the left hand. The work covers the first half of Holmann's Violin School, simple melodies, and the rudiments of musical theory. Mr. Froysaa.

Music 12vi (Violin). Prerequisite, Music 11vi. Elective. Completion of Holmann and review. Duets by Gebauer, and selections by Weiss, Huber, and others. Theory. Mr. Froysaa.

Music 13vi (Violin). Prerequisite, Music 11vi and 12vi. Elective. Selected exercises from Holmann, Book Two; and Wohlfahrt, Book One. Heimaly's Scale Studies with a systematic preparation for the higher positions. Duets by Pleyel and Gebauer, and selections by Dancal, Weiss, Simonetti. Theory. Mr. Froysaa.

Music 21vi, 22vi, and 23vi (Violin). Prerequisite, Music 11vi, 12vi, and 13vi. Elective. Studies by Koiser, Sevcik, and Hrimaly. Duets by Mazas and Viotti. Concertos by Seitz and Accolay. Selections by Raff, Bohm, Drdla, and Mlynarski. Mr. Froysaa.

Music 31vi, 32vi, and 33vi (Violin). Prerequisite, Music 21vi, 22vi, and 23vi. Elective. Studies by Viotti. Concertos by Viotti and Rode. Sonatas by Haendel and Tartini. Selections by Wieniawski, Kreisler, and others. Mr. Froysaa.

Music 41vi, 42vi, and 43vi (Violin). Prerequisite, Music 31vi, 32vi, and 33vi. Elective. Studies by Fiorillo, Rode, and Sevcik. Concertos by Beriot, Biotti, and Spohr. Sonatas by Grieg and Beethoven. Selections by Corelli, Vieuxtemps, Kreisler and others. Mr. Froysaa.

Music X (Chorus). Required of all. Three daily assembly periods each week are devoted to ensemble singing of suitable school songs under the direction of the dean of the department of music.

Prices of Private Lessons

VOICE—MR. WOODHAMS

| | |
|---|----------|
| Two lessons a week for twelve weeks | \$ 30.00 |
| One lesson a week for twelve weeks | 20.00 |

PIANO—MRS. WRIGHT

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| Two lessons a week for twelve weeks | \$ 24.00 |
| One lesson a week for twelve weeks | 16.00 |

MR. OLSSON AND MISS HEALY

| | |
|---|----------|
| Two lessons a week for twelve weeks | \$ 18.00 |
| One lesson a week for twelve weeks | 12.00 |

MISS WRIGHT

| | |
|---|---------|
| Two lessons a week for twelve weeks | \$ 9.00 |
| One lesson a week for twelve weeks | 6.00 |

VIOLIN—MR. FROYSA

| | |
|---|----------|
| Two lessons a week for twelve weeks | \$ 18.00 |
| One lesson a week for twelve weeks | 12.00 |

CLASS LESSONS

Class lessons are offered in piano and violin. The rate is \$3.60 a term of twelve weeks. Usually two periods are devoted in the class each week. By special arrangement, voice pupils may enter a class, not to exceed four members. The usual fee for individual lessons is then pro-rated among the members of the class. If there is sufficient demand, classes will be organized for instruction in clarinet and other orchestral instruments.

Pupils are expected to pay for lessons in advance by the term. Payment should be made in the general office before the pupil takes his first lesson. In no instances are fees refunded, except in the case of serious illness on the part of the student. Lessons unavoidably missed are usually given before the close of the term, but such arrangement must be made by the pupil with his instructor.

PHYSICAL EDUCATION

Physical Education (General). Required nine terms in Curricula I, II, and IV, and three terms in Curricula III, V, and VIa-VIc. Three periods each week. Fall, winter, and spring terms. Classes are conducted for both men and women. The work

includes graded calisthenics, elementary and advanced apparatus work, gymnastic, aesthetic and folk dancing, games, and indoor and outdoor athletics. In Curricula III, V, and VIa-VIc the equivalent of one term; and in Curriculum I the equivalent of one-third of a term is given to a consideration of personal hygiene, school games, and public-school gymnastics. The kind of practical work, which a student may do, is optional with the student in so far as his physical condition and skill will allow. During the fall and spring the work, for both men and women is conducted in the open air, weather permitting. During the winter months it consists of gymnastics, indoor athletics, and winter sports.

Physical Education 11, 12, and 13. See Physical Education (General).

Physical Education 21, 22, and 23. See Physical Education (General).

Physical Education 31, 32, and 33. See Physical Education (General).

Physical Education 41, 42, and 43. See Physical Education (General).

Physical Education 41a, 42a, and 43a (Gymnastic methods and practice). Required in Curriculum VIIi. Fall, winter and spring terms. Three credits. The methods of teaching gymnastics. Gymnastic nomenclature, and the practice of calisthenics and apparatus gymnastics for the cultivation of proficiency in execution. Miss Cranz.

Physical Education 41y (Anatomy). Required in Curriculum VIIi. Fall term only. One credit. The gross anatomy of the muscles, bones, joints, organs, nervous system and the circulation as a basis of further study in physiology, hygiene, and emergencies to give the student a general knowledge of the structures of the human body. Texts: Gray's Anatomy, and Gerrish's Anatomy. Miss Cranz.

Physical Education 41b (Playground methods). Required in Curriculum VIIi. Elective in Curriculum I. Fall term. One credit. Play in its relation to the education of the youth. Playgrounds, their history and use, equipment and management. Playground games, and method of teaching them. Miss Farup.

Physical Education 42h (Physiology and personal hygiene). Required in Curriculum VIIi. Winter term. One credit. The functions and care of the human body. Text: Hough and Sedgewick's Human Mechanism. Mr. Spalding.

Physical Education 43s (Sanitation and school hygiene). Required in Curriculum VII. Elective in Curricula I, II, and IV. Spring term. One credit. The needs and methods of sanitation in man's habitat and surroundings. The hygiene of the school room and the adaptation of school conditions to child nature. Methods of teaching hygiene in elementary schools. Mr. Spalding.

Physical Education 51t, 52t, and 53t (Teaching of physical education). Required in Curriculum VII. Fall, winter, and spring terms. Three credits. Practical teaching of physical education in the training school or students may act in the capacity of a cadet in the regular physical education classes of the Normal School. Cadets must have charge of classes in the presence of the regular instructor for at least two weeks during each term. Miss Farup.

Physical Education 51d, 52d, and 53d (Gymnastic dancing). Required in Curriculum VII. Fall, winter, and spring terms. One-half credit each term. The study and practice of the fundamental steps, folk dances and aesthetic or Gilbert dancing. A notebook is required. Miss Cranz.

Physical Education 51h (History of physical education). Required in Curriculum VII. Fall term. One-half credit. Assigned readings and recitations covering the period of Greek and Roman culture, the Medieval and Modern periods, and the history and development of physical education in its various phases in America. Miss Farup.

Physical Education 52e (Emergencies). Required in Curriculum VII. Winter term. One-half credit. The diagnosis of common ailments and injuries, such as fractures, bruises, sprains, dislocations, wounds, and methods of treatment taught in connection with a clinic conducted in the training school. Miss Cranz.

Physical Education 53c (Methods of coaching). Required in Curriculum VII. Fall term. One-half credit. A study of the rules of the various competitive athletic games, methods of developing teams, systems of play and diagrammed plays in such sports as football, basketball, baseball, hockey, etc. Mr. Spalding.

Physical Education 51p (Principles of physical education). Required in Curriculum VII. Fall term, alternating with gymnastic dancing 51, 52, and 53. One-half credit. Lectures, read-

ings, and discussions. The viewpoints, applications, and the reason to be of physical education. Explanations and discussions of some of the problems relating to physical education. Mr. Spalding.

Physical Education 52s (Physical education in public schools). Required in Curriculum VII. Winter term. One credit. The nature and needs of the boy and the girl of school age. The value of physical education as a factor in the mental and physical growth of the youth of both sexes. Progress of physical education in the public schools in the United States and in foreign countries. Mr. Spalding.

PRIMARY TRAINING

Primary Training 41a (Primary methods). Required in Curricula VIe and VIj. Fall or summer terms. One credit. Methods in reading and language; special features, story-telling, dramatization, picture study, and language games. Text: Klapper's Methods in Reading. Miss Fisher.

Primary Training 42a (Primary methods). Required in Curricula VIe and VIj. Winter or summer terms. One credit. Methods in number, history, and manual arts. The work in manual art includes the making of booklets and portfolios, paper folding and cutting, clay modeling, wood block printing, mat and basket weaving. Miss Fisher.

Primary Training 51a (Primary methods). Required in Curriculum VIj. Fall or summer terms. Six weeks. One-half credit. A consideration of the social aspects of play and its demonstration in the form of sense training, indoor and outdoor games and folk dances adapted to the several periods of childhood. Miss Gardner.

PSYCHOLOGY AND CHILD STUDY

Psychology 31 or 41. Required in Curriculum I, II, and IV. (An introductory course for students beginning the study of psychology. The fundamental aspects of consciousness, instinct, learning, emotional attitudes, the nervous system as a basis of reflex and learned behavior, attention and habit are stressed. The functional aspect is emphasized. Simple experiments are used to demonstrate principles. Texts:

Colvin and Bagley's Human Behavior, and Starch's Experiments in Educational Psychology. Mr. Williams and Mr Kjerstad.

Psychology 32 or 42. Required in Curricula I, II, and IV. (This course is a continuation of Psychology 31). In this course the student is acquainted with the fundamental facts of sensation especially in their relation to sense defect and perception. The functional aspects of perception, imagination, technique and economy of learning and association, and the higher mental processes—thinking, concept and judgment—are taken up in relation to the student's own mental processes and the child's learning. Texts: Colvin and Bagley's Human Behavior, and Starch's Experiments in Educational Psychology. Mr. Williams and Mr. Kjerstad.

Psychology 33 or 43 (Child Study). Required of all. This course comprehends the study of the child as a biological and psychological organism in the process of development. Considerable attention is given to the physical nature and needs of the child, the differences between the child and the adult and the optimum conditions for his fullest development. Attempt is made to acquaint the prospective teacher with the emotional, cognitive, moral and aesthetic nature of the child. Outside reading and reports are required. Students are encouraged to study children directly. Text: Tanner's The Child. Mr. Williams and Mr. Kjerstad.

Psychology 51. (The learning process of the child). Required in Curriculum IV, elective in others. Prerequisites, Psychology 41, 42, 43. A study of the factors which secure and condition efficient learning on the part of the child. Inquiry is made into the native responses of children, the building up of perceptions, association, memory, presentation of material, imaginal and learning types, transfer of training, logical thinking and mental hygiene. Class experiments in the learning process and material in current psychological journals are used. Considerable outside reading is encouraged. Text: Colvin's The Learning Process, or Freeman's How Children Learn. Mr. Williams.

Psychology 52 (Psychological tests and measurements). Required in Curriculum IV, elective in others. Prerequisites, Psychology 41, 42, 43, 51. The subject matter of this course deals with the mental abilities of the normal, sub-normal and

super-normal child. The individual differences in children as influenced and determined by heredity, sense defect, social conditions and hygienic care are stressed. Practical demonstration in the administering of mental tests is an important part of this course. Much outside reading is encouraged. Text: Terman's Mental Measurements. Mr. Williams.

Psychology 53. (Social Psychology). Required in Curriculum IV, elective in others. Prerequisites, Psychology 41, 42, 43. It is also desirable that students have Psychology 51 and 52. This course is especially designed to give students an intelligent understanding of the forces which contribute to social organization and unity that they may be the better enabled to understand the communities in which they teach. The psychological relation of individuals to each other and to the group is analysed through instinct, emotion, intelligence, sex and racial differences. The parallelism between organic and social evolution is stressed. Topics in physical and cultural anthropology are taken up. The student is given large opportunity for outside reading. Text: Ellwood's Introduction to Social Psychology. Mr. Williams.

Psychology 51p (Primary psychology). Prerequisite, Psychology 31, 32, and 33, or 41, 42, and 43. Required in Curriculum VIj. Spring term. One credit. An intensive study of the child's native equipment and his early physical and mental growth and development. Emphasis is given to the sensory-motor equipment and behavior and the importance of early experience and training as a basis for later development. Considerable attention is given to the psychology of language, drawing, play, and other modes of expression characteristic of the pre-adolescent child. The purpose is to give a firm psychological foundation for the guidance of teachers in the kindergarten and primary grades. Text: Gesell, The Normal Child and Primary Education. Mr. Williams and Mr. Kjerstad.

SCIENCE

Science 11 and 13 (Nature study and sanitation and hygiene). Required in Curricula I, II, and IV. Fall and spring terms. One credit each term. Nature study. One-half of the fall term and one-half of the spring term are given to a study of general field conditions so that the student may obtain a better knowledge of the out-of-doors, and a foundation for his later work in

science. Topics which are used in teaching the subject to classes of children are emphasized—the common birds, insects, flowers, seeds, trees, etc. Field, laboratory, and reference work, and general discussion. Text: Davison's Human Body and Health. Miss Austin.

Science 12 (General Science). Required in Curricula I, II, and IV. Winter term. Seven periods weekly. One credit. A study of everyday facts of physics and chemistry. Topics taken up are: air, water, acids, bases, salts, the elements essential to plant growth, chemistry of food, psychology of the body, heat and electricity in the home, home machinery, plumbing and sewage. Text: Barber's First Course in General Science. Mr. McMullen.

Science 21 and 22 (Geography). Required in Curricula I, II, and IV. Fall, winter, and spring terms, but additional classes will begin in the winter and spring terms, if there is sufficient demand. Two credits. The fundamental facts and principles of mathematical and physical geography with emphasis upon the great agencies modifying the earth's relief, observation of these agencies at work, the controlling features of the climate and the conditions governing the distribution of life. The facts are studied in type regions of the United States by means of topographical maps. Further detailed study of North America and of the United States to show the relationship of physiography and climate to the industries of the country and to the distribution of life. A study of the other continents, Europe in particular, with attention to some of the problems of historical and economic geography. Text: Salisbury's Physiography and Dodge's Advanced Geography. Mr. Switzer.

Science 23g (Field geography). Elective. One credit. A field geography course including a visit to the Bad Lands of North Dakota, the Yellowstone National Park, and other points en route. Number limited to twenty-five. Persons wishing to take this course must enroll not later than July 15. Mr. Switzer.

Science 23 (Agricultural botany). Required in Curriculum I. Spring term. Three hours of recitation and four hours of laboratory work each week. One credit. General botany treating structure and use of parts of the plant and the processes going on, such as transpiration, photosynthesis and food storage.

A study of bacteria, molds, smuts and rusts will be included. For laboratory and field work, economic plants will be used as far as possible. Text: to be selected. Miss Austin.

Science 32 (Zoology). Required in Curricula I, II, and IV. Winter term. Three hours of recitation and four hours of laboratory. One credit. General zoology, emphasizing insect life, but including a study of lower forms so as to give the idea of the evolution of life from the simple to the complex. Textbook, Linville and Kelly's Textbook in General Zoology. Miss Austin.

Science 41a (Review geography). Required of all. Offered each term, but each student should pursue this course in the term in which it is offered for his section. One term. One credit. An attempt is made to give a broad view of the meaning of geography and its place in the school curriculum. A study of the fundamental principles of mathematical and physical geography from the standpoint of the teacher, with a view to selecting the material best suited to the various grades. Field trips and special emphasis upon home geography. Texts: Salisbury, Barrows and Tower's Elements of Geography; or Dodge and Kirchwey's Teaching of Geography. Mr. Switzer.

Science 41c, 42c, and 43c (Chemistry). Required in Curriculum VI. Elective in Curriculum V. Fall, winter and spring terms. Seven periods a week. Three credits. Students of Curriculum VI who have had chemistry elsewhere, may be asked to substitute some other science for Science 41c and 42c, but Science 43c is required of all. The development of sufficient chemical theory to make the student an intelligent observer of the phenomena about him. Constant attention is given to its application to questions that arise in the upper grades. Carbon and nitrogen cycles in nature, of great importance in an agricultural state are carefully studied. Special emphasis upon the elements essential to plant growth, where they may be obtained, or how prepared from their compounds. The application of physics and chemistry to daily life in the study of photography, dyes, paints, starch, sugar, alcohol, methods of heating and lighting, etc. Examination is made of bulletins and catalogs of which the department has an unusual number, classified, filed and easy of access. Text: Brownlee and Others, First Principles of Chemistry and the Chemistry of Common Things. Mr. McMullen.

Science 41, 42, and 43 (Physics). Required in Curriculum II. Fall, winter and spring terms. Two periods daily. Three credits. Science 41 is offered during the summer term but either or both, of the other two terms' work will be offered if there is sufficient demand. Designed primarily to give the students a working knowledge of everyday physics so that they may teach the children of the upper grades successfully how to handle their bodies in games, the physical basis of music, etc, and so they may be able to read the magazines with intelligence, acquire habits of neatness and order, and speed and accuracy in arithmetical processes. Out of door work such as the measurement of the speed of sound, the time required for a body falling from the high bridge, the difference in atmospheric pressure at different elevations, inspection of a laundry, garage, mill, and other institutions. Individual reports before a class on such topics as the production of fire by rubbing two sticks together, the gas plant, the refrigerator, wireless telegraphy, etc. Approximately forty individual laboratory experiments are done by the students. Text: Corhart and Chute's Physics with Applications. Mr. McMullen.

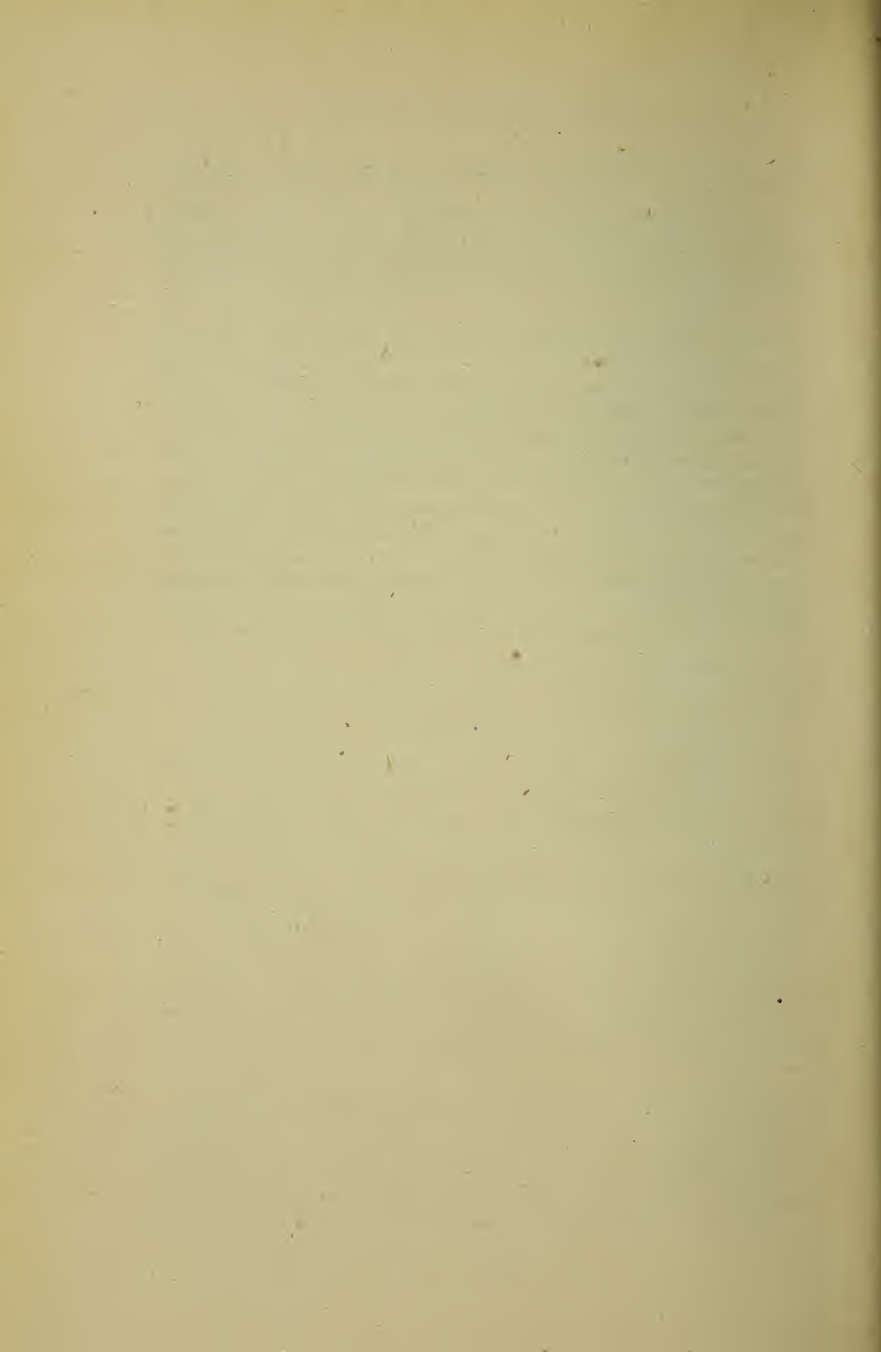
Science 41n (Nature study). Required in Curricula VIe and VIj. Spring term. One-half credit. Field work to acquaint the student with the common birds, trees, flowers, and insects and their habitation. Methods of teaching nature study. A field notebook is required. Text: Reed's Bird Guide (Part II), and Comstock's Handbook of Nature-study. Miss Austin.

Science 31g or 41g (Geology). Prerequisites, Science 21 and 22, with some knowledge of biology, chemistry, and physics. Elective. Offered each term if there is sufficient demand. One credit. A study of the forces and agencies by which the past and present relief of the earth has been determined, and their mode of operation. A glimpse into historical geology in order that the student may realize to a slight extent the significance of the stratification, and of the importance of life records in rocks. A short time is devoted to common minerals and rocks, using the large geological collections in the museum. Miss Perrine.

Science 51 and 52 (Economic biology). Required in Curriculum VIId. Fall, winter, and spring terms. Five periods per week. Two credits. A study of insects, especially household pests, and methods of eradication. A brief study of plant structures and plant physiology to give the student a working knowledge of food manufacture and food storage in the plant.

A study of micro-organisms—bacteria, yeasts, and molds—in relation to home problems. Reference work, text books, and laboratory work. Text: Buchanan's Household Bacteriology. Miss Austin.

Science 51g, 52g, and 53g (Economic geography). Elective. Fall, winter, and spring terms. Any term may be elected without the others. Three credits. A study of the natural resources of the United States, their exploitation and conservation. The influences of our natural resources upon industrial development. The relation of our economic resources to the commerce of the United States, and a survey of our economic conditions of Europe with special emphasis upon the countries engaged in the great world war. The influence of geographic and economic environment upon American history. Texts: Van Hise's Conservation of our National Resources, and Gregory, Lyde's The Continent of Europe, and Semple's American History and Its Geographic Environment. Mr. Switzer.



CATALOGUE OF STUDENTS

GRADUATES, DECEMBER 22, 1917

Standard Curriculum

Finley, Ida M., Pillsbury

Art Curriculum

Forseth, Cora N., Twin Valley, Minn.
Thoreson, Mabel A., Sioux Falls, S. Dak.

Kindergarten Curriculum

Lyddon, Isabelle C., Brainerd, Minn.

Manual Training Curriculum

Anderson, Waldamar M., Kerkhoven, Minn.

Music and Art Curriculum

Crosthwaite, Euleta L., Mandan

Primary Curriculum

Drew, Genevieve G., McVille Gustafson, Anna E., Plaza

Four-Year Elementary Curriculum

| | |
|--------------------------------|-----------------------------|
| Dooley, Florence E., Mandan | Olsberg, Helen M., Kathryn |
| Dyrdahl, Signe, Valley City | Olson, Agda A., Sutton |
| Erlandson, Helga O., Aneta | Peterson, Edna M., Oberon |
| Fuglaas, Anne, Aneta | Poulson, Elda M., Cleveland |
| Tullius, Julia P., Valley City | |

One-Year Elementary Curriculum

Earle, Gladys A., Perth Jones, Dorothy, Steele

GRADUATES MARCH 26, 1918

One-Year Elementary Curriculum

Hand, Grace M., Valley City Herring Fredrick S., Valley City
Qualheim, Lena J., Northwood

CANDIDATES FOR GRADUATION, JUNE 20, 1918**Standard Curriculum**

| | |
|----------------------------------|-------------------------------|
| Andes, Ava, Alamosa, Col. | Keniston, Florence, Bismarck |
| Bergan, Gertrude C. Valley City | Kramer, Sophia, Valley City |
| Black, Laura, Grand Forks | Ratzlaff, Minnie, Valley City |
| Eikenberry, Alta, Greene, Iowa | Seibel, L. W., McClusky |
| Gustavson, Eleanor, Bismarck | Waage, Anna, Hettinger |
| Hansen, Anna K., Valley City | Waage, Laura, Hettinger |
| Helferty, Mrs. Margaret, Monango | White, E. Marion, Valley City |
| | Wooland, Emma, Valley City |

Home Economics

| | |
|--|--------------------------------------|
| Arnestad, Esther, Ada, Minn. | Macpherson, Ethel, St. John |
| Carpenter, Alice, Hope | Reep, Ella, Thief River Falls, Minn. |
| Fredrickson, Agnes, Thief River Falls, Minn. | Vornholt, Lelia, Bismarck |
| Larson, Anna F., Valley City | Widdifield, Gertrude, Leal |

Kindergarten

Erstrom, Helen, Fargo

Manual Training

| | |
|-----------------------------|--------------------------------------|
| Hansen, Thomas, Valley City | Miller, Henrietta, Alexandria, Minn. |
|-----------------------------|--------------------------------------|

Music & Art

| | |
|-------------------------------|---------------------------------|
| Christensen, Alma, Litchville | Nelson, Lydia, St. Paul, Minn. |
| Hedstrum, Laura, Valley City | Nepstad, Frances, Oakes |
| Mittun, Cora, Fosston, Minn. | Ness, Nuella, Cottonwood, Minn. |
| Nelson, Eldrice, Larimore | |

Public School Music

Larson, Vivian, Fosston, Minn.

Physical Education

| | |
|------------------------------|--------------------------------|
| Henry, Georgia, Valley City | Stevning, Emma, Stephen, Minn. |
| Olsby, Borghild, Valley City | |

Primary

| | |
|-----------------------------|------------------------------|
| Burgum, Ollie, Arthur | Warne Emma, Norwich |
| Harvey, Bonna, Devils Lake | Williamson, Isabel, Glasston |
| Jones, Catherine, Hankinson | |

Conservatory—Voice

McFarland, Dorothy, Valley City

Four-Year Elementary

Dutce, Rae, Warwick
 Fitzgerald, Florence, Valley
 City
 Hanson, Hilda, Oakes
 Hedeon, Myrtle, Souris
 Knudson, Clara, Almont

Naekel, Helen, Valley City
 Talbott, Florence, Hillsboro
 Vaupel, Vilce, Valley City
 Wallace, Bessie, Valley City
 Wick, Bernard, Valley City

One-Year Elementary

Abrahamson, Bertha, Leal
 Anderson, Theresa, Sanborn
 Bakken, Selma, Northwood
 Barber, Lucile, Heaton
 Bayard, Annie, Hunter
 Bettendorf, Rose, Belfield
 Carlson, Lillian Forman
 Carlson, Mabel, Hannah
 Clemmons, Florence, Barron,
 Wis.
 Conner, Grace, Mound
 Esteinsen, Clara, Ada, Minn.
 Foess, Ruth, Towner
 Gerrard, Esther, Bisbee
 Gorder, Evelyn, Starbuck,
 Minn.
 Gorder, Ida, Starbuck, Minn.
 Gunderson, Theoline, Buxton
 Hagen, Hester Harte, Mani-
 toba, Can.
 Hartje, Mabel, Hensel
 Hedahl, Clara, Manfred
 Hume, Virginia, Lisbon
 Jacobson, Olga, Buxton
 King, Beazie, Donnybrook
 Kretschmann, Anna, Hankin-
 son
 Langton, Mabel, Pembina
 LaQua, Priscilla, Hankinson
 Lindsay, Beatrice, Pembina

McGinnity, Mabel, Thief Riv-
 er Falls, Minn.
 McKinney, Isabel, McHenry
 Messer, Marion, Valley City
 Moe, S. Agnes, Ada, Minn.
 Monteski, Gertrude, Minto
 Nelson, Ednah, Cooperstown
 Nelson, Magda, Appleton,
 Minn.
 Ness, Vera, Wahpeton
 Niles, Jessie, Friendship, Wis.
 O'Brien, Irene, Pekin
 Odegard, Gladys, Grand Forks
 Olson, Gladys, Esmond
 Olson, Marie, Cando
 Ottem, Gudrun, Osnabrock
 Raabe, Faye, Hofflund
 Robeson, Muriel, Hannah
 Simonson, Senora, Ada, Minn.
 Stevenson, Winifred, Langdon
 Stonestorm, Lila, Dalbo, Minn.
 Sunderland, Lela, Milton
 Thon, Iva, Devils Lake
 Trom, Clara, Kindred
 Walker, Hallie, Carrington
 Washburn, Margaret, Cassel-
 ton
 Welley, Ida, Gary, Minn.
 Zimmerman, Irene, Fergus
 Falls, Minn.

CANDIDATES FOR GRADUATION, August 6, 1918.**Standard**

| | |
|---------------------------------------|---|
| Divers, Virginia, Auxvasse, Mo. | Halvorson, Emma, Whitewater, Wis. |
| Erickson, Irene, Whitewater, Mont. | Osmundson, Mildred, Nerstrand, Minn. |

Home Economics

| | |
|----------------------------|-------------------------|
| Anfinson, Eva, Valley City | Woolsey, Ada, Hankinson |
|----------------------------|-------------------------|

Kindergarten

Schuette, Ethel, Tower City

Music & Art

Stevning, Olga, Stephen, Minn.

Primary

Biegert, Myrtle, Montevideo, Minn.

Public School Music

| | |
|-------------------------------------|----------------------------|
| Kjerstad, Clara, Canton, S. Dak. | Lindsay, Beatrice, Pembina |
|-------------------------------------|----------------------------|

Four-Year Elementary

| | |
|-----------------------------|--------------------------------------|
| Barlow, Katherine, Washburn | Olson, Alice S., Crookston, Minn. |
| Likness, Clara, Valley City | |
| Lund, Effie, Gardner | Peterson, Mabel, Englevale |

One-Year Elementary

| | |
|---------------------------------------|-------------------------------|
| Ackersmann, Anna May, New Rockford | Menge, Alma Florence, Mylo |
| Arnestad, Adele, Ada, Minn. | Novacek, Lillian M., Edmore |
| Halloran, Tessie Anna, Walhal- la | Rogenes, Alice, Buxton |
| Kueber, Anna, Petersburg | Smith, George N., Underwood |
| Kueber, Florence, Petersburg | Tewell, Edna L., Ray |
| | Thone, T. Evelyn, Valley City |
| | Vetter, Floy L., Bismarck |

Other Fifth-Year Students

| | |
|----------------------------|--------------------------------------|
| Brand, Florence, LaMoure | Engle, Glenn, Enderlin |
| Brown, Torger, Valley City | Halvorson, Emma, Whitewater, Wis. |
| Burgess, Reva, Ada, Minn. | |
| Drew, Marion, McVile | Jefferson, Ina, Hope |

| | |
|--------------------------------------|------------------------------------|
| Lerstad, Agnes, Cottonwood, Minn. | Rich, Esther, Tower City |
| Lowe, Leta, Ashley | Scheie, Amanda, McIntosh, Minn. |
| Macnider, Margaret, Linton | Stadle, Celestine, Langdon |
| Nelson, Lena, Ft. Ransom | Stewart, Edna, Dunseith |
| Pederson, Eistein, Valley City | Witts, Beatrice, Mankato, Minn. |
| Perry, Imogene, Valley City | |
| Rae, Helen, Dunseith | |

Other Fourth-Year Students

| | |
|---|---|
| Aas, Agnes, Valley City | Faulkner, Robert, Edmunds |
| Amundson, Gladys, Reeder | Gastonguay, Blanche, Wal- halla |
| Anderson, Emma, Brainerd, Minn. | Gauche, Marguerite, Oriska |
| Arnsdorf, Margaret, Eau Claire, Wis. | Gerber, Lunita, Perham, Minn. |
| Avery, Marion, Valley City | Gibson, Lettie, Globe, Arizona |
| Bakken, Barney, Valley City | Gibson, Marie, Brainerd, Minn. |
| Barr, Eva, Devils Lake | Girard, Edward, Valley City |
| Barrett, Allison, Larimore | Goehl, Louise, LaMoure |
| Barrett, Anna, Larimore | Gray, Inez, Page |
| Bilstad, Mabel, Crosby | Haaven, Ruth, McIntosh, Minn. |
| Bissell, Jennie, Lisbon | Hansen, A. Irene, Valley City |
| Boardman, Mary, Overly | Hansen, Arthur, Valley City |
| Bomberg, Cora, Marion | Hanson, Myrtle, Twin Valley, Minn. |
| Bouer, Robert, Courtenay | Hein, Wilhelmina, Hankinson |
| Burgess, Marjorie, Jamestown | Henning, Lily, Fargo |
| Buri, Lydia, Milbank, S. Dak. | Holmgren, Hazel, Brecken- ridge, Minn. |
| Campbell, Gladys, LaMoure | Jacobson, Myrtle, Jud |
| Carlson, Esther, Cando | Jagd, Dorothy, Valley City |
| Cheatley, Cecelia, Loma | Johnson, Hilfred, Milbank, S. Dak. |
| Coleman, Gladys, Valley City | Kahn, Mary, Antelope |
| Coomb, Muriel, Sherwood | Knudson, George, Marion |
| Currie, Nell, Bridger, Mont. | Kranz, Walter, Valley City |
| Dahl, Luella, Valley City | Lade, Dorothy, Fosston Minn. |
| Dodge, Neva, Harlem, Mont. | Larson, Idalia, Valley City |
| Drahman, Louise, Perham, | Latimer, Luella, Velva |
| Drexler, Grace, Brainerd, Minn. | Lee, Lloyd, Valley City |
| Ericsson, Anna, Brainerd, Minn. | Leervig, Birgeth, Fosston, Minn. |
| Faulkner, Alma, Edmunds | Littlejohn, Violet, Glasston |
| Faulkner, Mary, Edmunds | |

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|--|--|
| Luessen, Emma, Valley City | Refing, Ella, Elbow Lake, Minn. |
| McCaul, Audie, Ayr | |
| McCaul, Velna, Ayr | Roush, Erma, New Rockford |
| McDonald, George, Valley City | Ruliffson, Marion, Mapleton |
| Miller, Sylvan H., Mandan | Sad, John, Valley City |
| Moe, Harry, Valley City | Scallon, Jeannette, Ackley, Iowa |
| Morris, Sophia, Georgetown, Minn. | Shult, Pearl, Page |
| Nyberg, Florence, Gully, Minn. | Simenson, Waldo, Valley City |
| Odell, Agnes, Ruso | Sjoquist, Signe, Valley City |
| O'Laughlin, Marie, Crosby | Smith, Dorothea, Minneapolis, Minn. |
| Olson, Agnes, Marion | Solberg, Myrtle, York |
| Olson, Mabel, Ada, Minn. | Sorem, Minnie, Hillsboro |
| Onstad, Alma, Fargo | Standal, Millie, Enderlin |
| Pancratz, Anna, Perham, Minn. | Streib, Esther, New Salem |
| Peitz, Agnes, Hankinson | Stribling, Blanche, Litchville |
| Peschong, Loretta, Milbank, S. Dak. | Thomas, Frances, Valley City |
| Peterson, Nina, Oakes | Trygstad, Ida, Little Falls, Minn. |
| Pike, Aylene, New Rockford | Tufford, Helen, Devils Lake |
| Plummer, Letitia, Langdon | Wiley, Alberta, Steele |
| Pushor, Myrtle, Larimore | Williams, M. Leslie, Lawton |
| Rae, Marie, Dunseith | Wirtz, Frances, Mandan |

Third-Year Students

| | |
|------------------------------|-----------------------------------|
| Anderson, Helene, Eastedge | Maasjo, Edith, Fingal |
| Baker, Hazel, Osnabrock | Magee, Aileen, Dawson |
| Beernink, Marjorie, Goodrich | Melby, Clara, Manfred |
| Bohlig, Louise, Cleveland | Moffit, Helen, Valley City |
| Carlson, Effic, Finley | Mortenson, Harold, Valley City |
| Christy, Alberta, Walcott | Munkeby, Alma, Englevale |
| Faust, Otto, Valley City | Munkeby, Peter, Englevale |
| Fenstad, Mabel, Valley City | Nicholls, Alma, Ypsilanti |
| Granger, Irvin, Valley City | Pederson, Amanda, Valley City |
| Greenen, Anna, Valley City | Pewe, Leona, McHenry |
| Hanson, Florence, Ranger | Roeser, Blanche, Davenport |
| Henrickson, Palma, Kathryn | Sad, Anna, Valley City |
| Iverson, Hans, Dunseith | Schiller, Margaret, Great Bend |
| Lebus, Helen, Durbin | Shields, Leda, Foosland, Ill. |
| Luther, Helena, Alice | |
| McLeod, Rose, Belfield | |

Shrum, Leone, Valley City
 Simonson, Marie, Finley
 Strom, Edna, Kathryn
 Strom, Signe, Kathryn

Towne, Winifred, Valley City
 Truelsen, Olivette, Belfield
 Wischer, Meta, Lawton

Second-Year Students

Anderson, Florence, Manfred
 Anderson, Lucille, Valley City
 Barr, Lydia, Valley City
 Campbell, Myrtle, Glasston
 Conitz, Edith, Bluegrass
 Cook, Amanda, White Earth
 Cook, Mabel, Tenney, Minn.
 Dahl, Clara, Valley City
 Davidson, Eda, Valley City
 Davidson, Florence, Valley
 City
 Davidson, Walter, Valley City
 Deem, Grace, Valley City
 Disney, Mrs. Blanche, Valley
 City
 Divers, Homer, Auxvasse, Mo.
 Easton, Lucile, Kintyre
 Eckel, Myrtle, Valley City
 Eggee, Cora, Valley City
 Fjeldhaug, Manda, Valley City
 Fletcher, Eva, Valley City
 Gerntholz, Louise, Sanborn
 Hamilton, Esther, Valley City
 Haney, Susie, Durbin
 Harty, Bonnie, Tuttle
 Heaton, Veva, Brittin
 Hillerson, Clarence, Luverne
 Holt, Melvin, Marion
 Iverson, Thea, Fillmore
 Johnson, Edna, Manfred
 Johnson, Elmer, Beulah
 Johnston, Ruth, Valley City
 Kinley, Floraine, Pretty Val-
 ley, Sask., Can.

Lien, Laura, Ypsilanti
 Long, Myrtle, Glasston
 Lundin, Enola, Sentinel Butte
 Lybeck, Anna, Valley City
 McCleery, Lillie, Edmunds
 McKee, Ethel, Valley City
 MacGregor, Margaret, Fargo
 Melby, Anna, Manfred
 Meyer, Anthony, Pierz, Minn.
 Moffitt, Robert, Valley City
 O'Malley, Ruth, Valley City
 Opdahl, Marie, Manfred
 Pederson, Helen, Valley City
 Rood, Clara, Valley City
 Rue, Edith, Sheyenne
 Ruemler, Louis, Buchanan
 Sandberg, C. Adelle, Valley
 City
 Schulz, Martha, Bordulac
 Sletten, Belle, Souris
 Sullivan, Joanna, Merriecourt
 Thomas, Evan, Sherburne,
 Minn.
 Waale, Ida, Tacoma, Wash.
 Wallace, Harvey Fallon, Mont.
 Witcher, Edna, Valley City
 Whitson, Warren, Valley City
 Wienecke, Veronica, Loma
 Woll, Lena, Barnes
 Woodecock, Thelma, Valley
 City
 Wright, Irene, Valley City

First-Year Students

| | |
|---------------------------------|-----------------------------------|
| Aggola, Amanda, Kensal | Macdonald, Allen, Valley City |
| Albrecht, Lydia, Ashburn, Va. | Meachem, Marion, Underwood |
| Anderson, Matilda, Manfred | Meldahl, Ruth, Valley City |
| Anderson, Tena, Mountain | Nelson, Genevieve, Clifford |
| Barr, Myrtle, Page | Nuernberg, Minnie, Valley City |
| Berg, Anna, Kathryn | Olson, Florence, Balfour |
| Bergan, Helen, Hastings | Olson, Francis, Cooperstown |
| Berndt, Rudolph, McClusky | Olson, Orville, Cooperstown |
| Buchwitz, Ruth, Hurdsville | Olson, Willard, Valley City |
| Burleson, Doris, Valley City | Pedersen, Ella, Hope |
| Carlson, Nellie, Forman | Peterson, Effie, Marion |
| Carmichael, Ella, Hartford | Ramseth, Rosella, Nome |
| Christiansen, Jessie, Mandan | Rossing, Earl, Midway |
| Colony, Merle, Carrington | Rue, Madeline, Baldwin |
| Colville, Amy, Rogers | Rue, Milton, Baldwin |
| Crabtree, Max, Valley City | Rust, Anna, Crary |
| Dunwoodie, Lois, Edmunds | Sandlin, Marjorie, Carson |
| Eide, Sylvia, Elbow Lake, Minn. | Saunders, Grace, Hope |
| Frederick, Helen, Bessie | Schafer, Bertha, Valley City |
| Gentz, Irwin, Hanover | Schick, George, Lark |
| Glynn, Helen, Mitchell, S. Dak. | Seger, Alice, Mercer |
| Haglund, Millie, Valley City | Slapak, Anna, Flasher |
| Hammel, Clifford, Hannover | Soderback, Edith, Manfred |
| Hammerstad, Clara, Edinburg | Sortland, Lillie, Litchville |
| Hart, Ruth, Valley City | Spangler, Anna, Jamestown |
| Hudson, Helen, Hamilton | Squires, Cecelia, Crystal Springs |
| Ivarie, Nancy, Bentley | Stenshoel, Harold, Valley City |
| Johnson, Pearl, Manfred | Stillings, Miles, Valley City |
| Kettleson, Clarence, Wing | Story, Mabel, Valley City |
| Krueger, Lillian, Goodrich | Thies, Henrietta, Veronā |
| Krutzner, Olga, Judson | Wagle, Alexander, Valley City |
| Leonard, Mabel, Flasher | Wiese, Emma, Jamestown |
| McCleary, Ward, Adrian | Worman, Margaret, Fargo |
| McCulloch, Clement, Valley City | Yaeger, Annabelle, Jamestown |
| McGee, James, Valley City | |

COMPLETING CURRICULUM I Dec. 21, 1917.

Hansen, Ida, Verona

COMPLETING CURRICULUM I, March 26, 1918.

| | |
|--------------------------------|-------------------------|
| Larson, Ida, Clitherall, Minn. | Sogaard, Alvina, Marion |
| Lindseth, Cecelia, Silva | Wallace, Agnes, Tokio |

STUDENTS PURSUING CURRICULUM I**Advanced**

| | |
|-----------------------------|-----------------------------|
| Ellisen, Orla, Mandan | Olsson, Alice F., Hankinson |
| Fedje, Ella, Milnor | Storey, Minnie, Flasher |
| Maynard, Florence, Driscoll | Wick, Hilda, Edinburg |
| Olson, Cora, Balfour | |

Elementary

| | |
|--|------------------------------------|
| Altenburg, Dorothy, Judson | Jungnitsch, Anita, Page |
| Anderson, Hulda, Gwinner | Kasper, Sula, Courtenay |
| Anderson, Louise, Mountain | Klefler, Edna, Kensal |
| Bennett, DeEtta, Edmunds | Kramer, Angeline, Valley City |
| Benzinger, Della, Parkers Prairie, Minn. | Lere, Mabel, Marion |
| Berge, Blanche, Ypsilanti | Mattson, Lillie, Leonard |
| Bingley, Ruth, Nortonville | Maynard, Frances, Driscoll |
| Buck, Mamie, Crystal Springs | Minnehan, Jennett, Fairmount |
| Carl, Eva, Page | Murray, Dulcie, New Leipsig |
| Davis, George, Stirum | Nelson, Oneita, Driscoll |
| Day, Pearl, Price | Nolan, Vivian, Bonnie View |
| Downs, Mary, Valley City | Norgard, Melvin, Cooperstown |
| Dvorak, Mary, Sanger | Odden, Elizabeth, McLeod |
| Engsell, Amy, St. Paul, Minn. | Olson, Kealla, Driscoll |
| Engsell, Esther, St. Paul, Minn. | Peterson, Edna H., Marion |
| Erickson, Hazel, Glenburn | Petrek, Helen, Kensal |
| Fisher, Mary, Crystal Springs | Price, Lillian, Price |
| Hansen, Annie, Valley City | Ranum, Marie, Lisbon |
| Harding, Alice, Valley City | Ritterman, Gertie, York |
| Henderson, Clara, Valley City | Rockswold, Elsie, Valley City |
| Hendrikson, Esther, Hannaford | Sakshaug, Edna, Price |
| Horstmeyer, Cecile, Hazelton | Schempp, Lulu, Fergus Falls, Minn. |
| Horstmeyer, Edith, Hazelton | Skoglund, Mabel, Baldwin |
| Jacobson, Adelia, Jud | Timm, Mary, Tappen |
| | Wood, Aline, Kensal |

LIST OF SUMMER SCHOOL STUDENTS—1917

| | |
|--------------------------------------|---|
| Aas, Agnes, Valley City | Benscoter, Marcellus, Valley City |
| Aas, Oliver, Valley City | Benson, Mrs. Winifred, Valley City |
| Ackermann, Anna, New Rockford | Bergan, Gertrude, Valley City |
| Ackermann, Katherine, New Rockford | Bergan, Helen, Hastings |
| Adams, Clara, Oakes | Bergsjoe, Julia, DeLamere |
| Aggola, Anna, Kensal | Berland, Ella, Nome |
| Aggola, Elizabeth, Kensal | Bliss, Gertrude, Pekin |
| Aird, Jessie, Wecota, S. Dak. | Blocher, Daniel, Kensal |
| Aker, Josephine, Lake Park, Minn. | Bolmeier, Esther, Erie |
| Albers, Ada, Hannover | Bonde, Edwin, Valley City |
| Allen, Maude, Independence | Bope, Alice, Dawson |
| Allen, Virgil, Pleasant Lake | Borrill, Alfreda, New England |
| Altner, Tillie, Fergus Falls, Minn. | Boucher, Ellen, Many Berries, Alta., Can. |
| Anderson, Esther, Arena | Bartlette, Clara, Abercrombie |
| Anderson, Hazel, Litchville | Bow, Lyman, Valley City |
| Anderson, Hilda, Maddock | Bowden, Frances, Cogswell |
| Anderson, Hulda, Gwinner | Boylan, Ruth, Carrington |
| Anderson, Julia, Ft. Ransom | Boyle, Frances, Sheldon |
| Anderson, Sara, Mountain | Boyle, Leona, McHenry |
| Anderson, Tena, Mountain | Boynton, Mary, Valley City |
| Anderson, Waldemar, Kerkhoven, Minn. | Brackett, Anna, Mora, Minn. |
| Avery, Marion, Rogers | Brandvik, Myrtle, Oakdale |
| Ayrea, Thelma, Cooperstown | Broehl, Effie, Wilton |
| Baarstad, Mable, Valley City | Brolander, Clara, Lidgerwood |
| Bakken, Cora, Oberon | Brown, Mrs. Beth, Rolette |
| Bakken, Selma, Northwood | Brown, Torger, Valley City |
| Barnard, Louise, Minneapolis, Minn. | Brownlee, Alice, Page |
| Barr, Lydia, Valley City. | Brynjulson, Olga, Bowdon |
| Barton, Olive, Lisbon | Bubach, Helen, Litchville |
| Barton, Zula, Tower City | Buchwitz, Sarah, Hurdsfield |
| Bauder, Katie, Goodrich | Buetow, Ella, Litchville |
| Beau, Olivia, Karlsruhe | Bugbee, Nellie, Sharon |
| Bell, Loraine, Forman | Bull, Minnie, Lignite |
| Belquist, Ora, Cathay | Burgum, Arthur, Arthur |
| Bemis, Cecyl, Plummer, Minn. | Burgum, Marjorie, Arthur |
| | Burt, May, Fingal |
| | Busdieker, Laverna, Valley City |

- Bush, Kathryn, Valley City
Cady, Elma, Forman
Campbell, Mildred, Lisbon
Carl, Eva, Page
Carl, Nettie, Page
Carpenter, Alice, Hope
Case, Ethel, Monango
Casey, Mabel, Cogswell
Chadwick, Ethel, Little Falls, Minn.
Charlberg, Inga, Denhoff
Chulberg, Margaret, Denhoff
Chase, Geraldine, Valley City
Cheadle, Lois, Odessa, Minn.
Christy, Alberta, Walcott
Christenson, Emma, Sanborn
Coleman, Nina May, Valley City
Connolly, Genevieve, Hensler
Connolly, Jose, Hensler
Cook, Marjorie, Valley City
Corcoran, Blanche, Chaffee
Cornish, Jennie, Petrel
Cortrite, Marion, Monango
Cottrelle, Willie, Valley City
Covell, Nellie, Sykeston
Cox, Leonard, Benedict
Cram, Ithiel, Battle Lake, Minn.
Croteau, Angeline, St. John
Cunningham, Wilma, Steele
Curtis, Harriet, Karnak
Curtis, Hazel, Dazey
Curtiss, Lillian, Thompson
Dahl, Effie, Fertile, Minn.
Dahlund, Delia, Esmond
Dandurand, Frances, Marshall, Minn.
Danielson, Ella, Tacoma, Wash.
Davis, Ruth M., Valley City
Deane, Dorothy, Monango
Demery, Elizabeth, Dawson
Devereaux, Jennie, Medina
Diemert, Ludvina, Buffalo
Dix, Claire, Hannaford
Donhue, Esther, Hope
Douglas, Irene, Amidon
Downs, Mary, Valley City
Dufloth, Berdie, Alfred
Dufloth, Ernestine, Alfred
Dunwoodie, Carrie, Edmunds
Dyrdaahl, Signe, Valley City
Dyste, Nellie, Forman
Earle, Gladys, Perth
Elbert, Ruth, Carrington
Eberhardt, Inaroez, Anamoose
Eggee, Cora, Valley City
Eide, Leila, Elbow Lake, Minn.
Ekblad, Ida, Evansville, Minn.
Elsner, Ida, McKenzie
Elsner, Laura, McKenzie
Elton, Olga, Audubon, Minn.
Endersbe, Stella, Lisbon
Engle, Glenn, Enderlin
Erickson, Edla, Goodrich
Erickson, Ella, Petersburg
Evenson, Fannie, Lidgerwood
Faulkner, Georgia, Pingree
Faust, Aurora, Valley City
Fedorenko, Cassie, Kief
Felver, Olive, Sykeston
Finley, Ida, Pillsbury
Fisher, Mary, Crystal Springs
Fisher, Myrtle, Cavalier
Fitzgerald, Florence, Valley City
Flynn, Letha, Crary
Follansbee, Gertrude, Hurdsfield
Forseth, Cora, Twin Valley, Minn.
Fosgate, E. Allen, Hurdsfield
Frazier, Marion, Tower City
Freadrick, Augusta, Harvey

- Frohne, Josephine, Detroit,
Minn.
Frojen,*Ovidia, Finley
Frownfelter, Gertrude, Kensal
Frownfelter, Sylvia, Kensal
Furber, Louise, Cottage Grove,
Minn.
Gaardsmoe, Alice, Willow City
Gabel, Elsie, Midway
Gaeckle, Clara, Kulm
Gale, Jessie, Valley City
Galeghèr, Belle, Thompson
Garland, Freda, Carrington
Garland, Muriel, Carrington
Gates, Dorothy, Berlin
Gerard, Hubertien, Heaton
Gilbertson, Ida, Portland
Gillies, Evaline, Minneapolis,
Minn.
Gjesvold, Helga, Nome
Gjesvold, Lillian, Nome
Gleason, Margaret, Jamestown
Gohdes, Luella, Davenport
Gomsrud, Elizabeth, Ypsilanti
Gomsrud, Ruth, Ypsilanti
Graf, Mary, Streeter
Gray, Annabel, Tower City
Gray, Lucy, Page
Green, Carrie, Valley City
Greenen, Anna, Valley City
Gregerson, Ruby, Fertile, Minn.
Greiner, Pearl, Nashville, Ind.
Gretter, Louise, Grandin
Greve, Sadie, Strasburg
Grover, Thessel, Winona
Guest, John W., Milbank, S.
Dak.
Gully, Helen, Lidgerwood
Gunderson, Lila, Lisbon
Gunhus, Belmina, Fosston,
Minn.
Gunwall, Clara, Taylor
Haadem, Nellie, Tappen
Haffner, Kathryn, Kulm
Halverson, Ruby, Sanborn
Halvorson, Emma, Valley City
Hamilton, Esther, Valley City
Hamilton, Rose, Langdon
Hammes, Irene, Sykeston
Hand, Grace, Valley City
Hand, Mercy, Valley City
Hanna, Edna, St. Thomas
Hansel, Olive, New England
Hansen, Anna K., Valley City
Hansen, Ida J., Verona
Hansen, Ruby, Wyndmere
Harazim, Stella, Lankin
Harvey, Dorothy, Valley City
Harvey, Margery, Sheyenne
Haugen, Marie, Mellen, Wis.
Hays, Leta, Morris, Minn.
Hedeën, Myrtle, Souris
Hedstrum, Laura, Valley City
Hegge, Agnes, New England
Helferty, Mrs. Margaret, Mon-
ango
Hellie, Clarice, Barrett, Minn.
Hendershott, Hazel, Bismarck
Henderson, Clara, Valley City
Hendricks, Grace, Rawson
Hendrickson, Helma, Fingal
Hendrikson, Stella, Hannaford
Henry, Georgia, Valley City
Hergert, Ruth, Hammond, Wis.
Hilde, Ruby, Ft. Ransom
Hillesvig, Anna, Litchville
Hjerpe, Clara, Sheyenne
Hoflen, Pearl, Rutland
Hohaus, Ida, Forman
Hohaus, Marion, Forman
Hohlwegler, Mary, Ellendale
Holt, Melvin, Marion
Honl, Marie, Lidgerwood
Horne, Helen, Devils Lake
Hummel, Irma, Litchville

- Hundley, Mamie, Mott
Hutchison, Ada, Tuttle
Isackson, Hattie, Fingal
Iverson, Mrs. Gertrude, Valley City
Iverson, Hans, Dunseith
Iverson, Mabel, Valley City
Jacobson, Effie, Valley City
James, Nellie, Hannah
Jenson, Mabel, Hurdsfield
Jessen, Elizabeth, Ypsilanti
Johnson, Anna, Buchanan
Johnson, Bessie, Kensal
Johnson, Elvira, New England
Johnson, Elvira C., Forman
Johnson, Ethel, Hope
Johnson, Ila, Charbonneau
Johnson, Minnie, Medina
Johnson, Nellie, Buchanan
Jones, Vera, Alta
Joyce, Mary, Tioga
Jungnitsch, Anita, Page
Jungnitsch, Carmen, Page
Kain, Marie, Maddock
Kalhagen, Anna, Webster
Keach, Edith, Fredericktown, Mo.
Kelland, Daisy, Langdon
Kelland, Margaret, Langdon
Keller, Wendell, Ada, Minn.
Kelly, Mrs. Ellen Lind, Oberon
Kelly, Eva, Dilworth, Minn.
Kenna, Helen, Danvers, Minn.
Kennedy, Agatha, Scranton
Kerr, Tena, LaMoure
Kerr, Valencia, Detroit, Minn.
Kings, Mrs. Elizabeth, Havana
Kinney, Frank, St. Paul, Minn.
Kinney, William, St. Paul, Minn.
Kirkey, Barbara, Beardsley, Minn.
Kittleson, Clara, Pelican Rapids, Minn.
Klefler, Edna, Kensal
Kluvers, Ralphine, Litchville
Kohnke, Maud, Hecla, S. Dak.
Kraemer, Ernestine, Goodrich
Kramer, Angeline, Valley City
Kramer, Magdalena, Hirschville
Kramer, Sophia, Valley City
Kretschmann, Charlotte, Hankinson
Krogh, Anka, Snow
Krug, Letta, Valley City
Lade, Esther, Fosston, Minn.
Larson, Anna B., Lynd, Minn.
Larson, Grace, Valley City
Larson, Irene, Sheldon
Larson, Minnie, Valley City
Lavey, Anna, Courtenay
Lawrence, Ella, Mooreton
Leafen, Eugenia, Kimball, Minn.
Lee, Mae, Carrington
Lee, Norman, Valley City
Legge, Gudrid, Sheldon
Leonard, Maren, Cogswell
Leverson, Sarah, Stoughton, Wis.
Lien, Gurine, Northwood
Likness, Clara, Valley City
Lillethun, Emma, Fingal
Lindberg, Imogene, St. Paul, Minn.
Lindseth, Cecelia, Silva
Lloyd, Edna, Heaton
Lockrem, Ella, Veblen, S. Dak.
Love, Isabel, Cokato, Minn.
Lovelace, Carrie, Ft. Ransom
Lowry, Dorothy, Harvey
Lund, Olga, Carrington
Lyddon, Isabelle, Brainerd, Minn.

- Lyman, Ida, Wing
 Lynne, Bertha, Mose
 McCann, Dorwin, Sykeston
 McCleary, Blanche, Adrian
 McCleary, Golda, Adrian
 McCullough, J. S. Nortonville
 McCullough, Pearl, Wilton
 McFarland, Mrs. Eugene, Valley City
 McFarland, Dorothy, Valley City
 McLeod, Mae, Langdon
 McLeod, Victor G., Bowdon
 McMillan, Corenne, Berlin
 Macnider, Margaret, Linton
 Magnus, Lydia, Petersburg
 Mahin, Oma, Tappen
 Maier Ethel, Graceville, Minn.
 Malicke, Frances, Sheldon
 Marchand, Alice, Oriska
 Marihart, Anna, Valley City
 Marihart, Augusta, Valley City
 Martin, Louis W., Lignite
 Martineau, Grace, St. John
 Matthews, Ruth, Steele
 Mattson, Ellen, Leonard
 Mauk, Mary, Moffitt
 Maxwell, Esther, Wilton
 Maynard, Florence, Steele
 Medelmann, Emily, Crary
 Meeker, Grace, Jamestown
 Meland, Aletta, Driscoll
 Mell, Mabel, Ypsilanti
 Merkel, Sophia, Robinson
 Metcalf, Marie, Valley City
 Michelson, Hilma, Philbrook, Minn.
 Michelson, Marie, Philbrook, Minn.
 Mikkelsen, La Vern, Easby
 Miles, Bess, Scranton, Iowa
 Miller, Blanche, Litchville
 Miller, Eleanor, Litchville
 Miller, Etta, Alexandria, Minn.
 Miller, Grace, Buffalo
 Miller, Zilpha, Valley City
 Mittun, Mattie, Fosston, Minn.
 Morris, Vera, Warwick
 Morstad, Ruth, Leeds
 Muir, Effie, Mooreton
 Mullvain, Fannie, Heaton
 Murphy, Blanche, Langdon
 Murphy, Honora, New Rockford
 Murphy, Mayme, Carrington
 Myhre, Bertha, Elbow Lake, Minn.
 Myrhow, Anna, Cuba
 Naekel, Helen, Valley City
 Naekel, Margaret, Valley City
 Nelson, Edith, Clontarf, Minn.
 Nelson, Idah, Temvik
 Nelson, Lydia, St. Paul, Minn.
 Nelson, Oneita, Driscoll
 Nelson, Ruth, Sheyenne
 Nerby, Gertrude, McHenry
 Ness, Vera, Wahpeton
 Noren, Sigrid, Kulm
 Novetzke, Lena, Hankinson
 Noyes, Fannie, Cogswell
 Nutt, Blanche, Wimbledon
 Olesberg, Albert, Kathryn
 Olsberg, Helen, Kathryn
 Olsby, Borghild, Valley City
 Olson, Agda, Sutton
 Olson, Alice, Crookston, Minn.
 Olson, Amanda, Litchville
 Olson, Cora, Balfour
 Olson, Ethel, Esmond
 Olson, Henrietta, Hastings
 Olson, Lena, Courtenay
 Olson, Olga, Oberon
 Orn, Eva, Oakes
 Orn, Lillie, Stirum
 Orr, Gertrude, Cando

- Ostby, Anna, Sheyenne
Ottem, Minnie, Osnabrock
Owens, Vaughn, Rolette
Paine, Millie, Dale
Parker, Harriet, Page
Parker, Helen, New Rockford
Patterson, Effie, Rolla
Patterson, Erie, Rolla
Patterson, Neva, Mountain View, Mo.
Paulson, Iva, New Rockford
Peake, Bessie, Hurdsfield
Pedersen, Gertrude, Fertile
Pederson, Emma, Driscoll
Pender, Ethel, Barnesville Minn.
Peterson, Iris, Valley City
Peterson, Pearl, Bordulac
Pfeifer, Ellen, Cooperstown
Platou, Leila, Valley City
Porter, Lottie, Hoople
Porter, Mary, Hazelton
Porter, Sarah, Hazelton
Poulson, Elda, Cleveland
Power, Joseph, Oberon
Prakel, Clara, Robinson
Prehn, Melina, Kimball, Minn.
Pridt, Elizabeth, Dawson
Putnam, Mabel, Jud
Raeshke, Helen, Goodrich
Ranberg, Hilda, Silva
Randol, Hazel, Cogswell
Ranum, Marie, Lisbon
Rappuhn, Selma, Fessenden
Rawson, Nelle, Medina
Redmann, Mabel, Ray
Reed, Ruth, Litchville
Reed, Mae, Valley City
Reeter, Alma, McHenry
Reimestad, Tilda, Cottonwood, Minn.
Rhodes, Alfred, Valley City
Rice, Helen, McCanna
Rich, Esther, Tower City
Riker, Florence, Buchanan
Riordan, Emma, Devils Lake
Robertson, Jennie, Langdon
Rodewald, Marian, Valley City
Roffler, Margaret, New Rockford
Romness, Julius, Belgrade, Minn.
Rood, Clara, Valley City
Rosberg, Lulah, Underwood
Rudel, Mary, Fessenden
Rue, Judith, Baldwin
Ruemler, Esther, Buchanan
Russell, Helen, Forman
Rust, Alvina, Taylor
Rutherford, Ellen, Sheldon
Sad, Anna B., Wimbledon
Salverson, Rena, Ortonville, Minn.
Sample, Mae, Fredericktown, Mo.
Sanford, Ruth, Jamestown
Sather, Elizabeth, Hastings
Satrang, Belle, Harvey
Satrom, Alma, Galesburg
Schafer, Joseph, Slackbridge, Wis.
Schiedt, Hulda, Hillsboro, Ore.
Scheurich, Gertrude, Hope
Schiller, Margaret, Great Bend
Schlagel, Anna, Fingal
Schmitz, Marguerite, Valley City
Schneider, Elizabeth, Kulm
Schoeneman, Cora, Oberon
Schroeder, Bertha, Valley City
Schroeder, Ella, Thompson
Schuette, Ethel, Tower City
Schuette, Luella, Tower City
Schultz, Dora, Barron, Wis.
Schulz, Martha, Bordulac
Schulz, Samuel, Denhoff

- Swartz, Loretta, Langdon
Scott, Christina, Pettibone
Sebastian, Henrietta, Fredericktown, Mo.
Sebastian, Mary, Fredericktown, Mo.
Seckinger, Katie, Warwick
Seibel, L. W., McClusky
Selbo, Mabel, Valley City
Selses, Alice, White Rock, S. Dak.
Settevig, Nels, Kloten
Severson, Emma, Michigan
Sexton, Ella, St. Paul, Minn.
Shaw, Hattie, Stirum
Sherry, Martha, Viroqua, Wis.
Shields, Leda, Wales
Shively, Agnes, Cando
Shrum, Leone, Valley City
Shunk, Elsie, Anselm
Sickles, Fern, Goodrich
Simons, Lillie, Elysian, Minn.
Simonson, Agnes, Finley
Simonson, Inga, Finley
Skorpen, Agnes, Valley City
Slaughter, Rosella, Stanley
Slawson, Inez, Morris, Minn.
Smedshammer, Carrie, Litchville
Smedshammer, Gine, Litchville
Smith, G. Dorothea, Minneapolis, Minn.
Sogaard, Alvina, Marion
Sortland, Clara, Litchville
Sorum, Minnie, Hillsboro
Southall, Valeria, Berlin
Spangler, Anna, Jamestown
Stadle, Celestine, Langdon
Stange, Ida, Davenport
Staudt, Irene, Lisbon
Steie, Nettie, Kintyre
Stevning, Olga, Stephen, Minn.
Stixrud, Lydia, Litchville
Stone, Stella, Mooreton
Stoutenburg, Esther, Bertha, Minn.
Stramrud, Mrs. Olive, Velva
Streibel, Martha, Fessenden
Strobel, Bertha, Denhoff
Strong, Helen, Wyndmere
Strong, Irene, Colgate
Stroschein, Frances, Swanville, Minn.
Strouse, Bernita, Brampton
Sukumlyn, Anna, Kief
Sukumlyn, Sadie, Kief
Swanson, Esther, Washburn
Swanson, Helen, Washburn
Swanson, Signe, Oakes
Taylor, Mary, Dazey
Tees, Bessie, Wing
Tenney, George, Valley City
Teske, Alma, White Rock, S. Dak.
Thole, Mary, Sykeston
Thomas, Alice, Sherburn, Minn.
Thompson, Allene, Lankin
Thompson, Matilda, Page
Thomson, Agnes, Edmunds
Thoreson, Mabel, Sioux Falls, S. Dak.
Tiedeman, Lucie, Verona
Timm, Mary, Tappan
Toepke, Gertrude, Judson
Torgerson, Bertha, Silva
Torgerson, Christine, Dalton, Minn.
Torgerson, Sylvia, Silva
Toring, Margaret, Enderlin
Totland, Bertha, Dawson
Turk, Alta, Valley City
Turmo, Lena, Clifford
Tyrrell, Abbie, Beulah
Ulness, Celia, Oakes
Van Arnam, Hazel, Wahpeton
Van Ornum, Leota, Berlin

| | |
|----------------------------------|--|
| Veture, Nelda, Hastings | Wilson, Troy J., Valley City |
| Vetter, Ina, Bismarek | Witter, Ruth, Valley City |
| Vie, Martha, Enderlin | Woll, Lena, Barnes |
| Vornholt, Lelia, Bismarek | Woll, Mary, Barnes |
| Walden, Ida, Havana | Wood, Edna, Edgeley |
| Walker, Hallie, Carrington | Wood, Gladys V., Alfred |
| Wallace, Agnes, Tokio | Wood, L. Gladys, Hope |
| Wallace, Bessie, Valley City | Woodward, Nellie, Tower City |
| Walsh, Elizabeth, Garrison | Woodwick, Melva, Tappen |
| Warne, Emma, Norwich | Wright, Esther, Bowdon |
| Waterman, Edna, Kasota, Minn. | Wright, Josephine, Valley City |
| Weddle, Vern, Nashville, Ind. | Yohe, Maybelle, Bucyrus |
| Werner, Emma, Bowdon | Young, Daisy, Bordulac |
| Werner, Lydia, Bowdon | Zahl, Angeline, Morris, Minn. |
| Weston, Bert, Valley City | Zimmerman, Edna, Fergus Falls, Minn. |
| Whitney, Sadie, Englevale | Zimmerman, Irene, Fergus Falls, Minn. |
| Wigand, Henry, Harvey | Zimmerman, Susie, Lawton |
| Wilbert, Bertha, LaMoure | Zimmerman, Thelma, Cleve- land |
| Wilbert, Florence, LaMoure | Zinn, Althea, Roundup, Mont. |
| Wilson, Gerald, Sykeston | |
| Wilson, Audrey, Courtenay | |
| Wilson, Myrtle, Sykeston | |

DEPARTMENT OF MUSIC

Voice Pupils

Mr. Woodhams

| | |
|---------------------------------------|------------------------------------|
| Anderson, Helena, Eastedge | Ellingson, Lulu, Valley City |
| Arnestad, Esther, Ada, Minn. | Ericsson, Anna, Brainerd, Minn. |
| Baker, Hazel, Osnabrock | Faulkner, Georgia, Pingree |
| Barton, Olive, Lisbon | Gabel, Elsie, Midway |
| Biegert, Myrtle, Montevideo, Minn. | Gilbertson, Ida, Portland |
| Black, Laura, Grand Forks | Grady, Ainsley, Valley City |
| Brand, Florence, LaMoure | Gerber, Lunita, Perham, Minn. |
| Buri, Lydia, Milbank, S. Dak. | Hammes, Irene, Sykeston |
| Case, Ethel, Monango | Hein, Wilhelmina, Hankinson |
| Charlberg, Inez, Denhoff | Horstmeyer, Edith, Hazelton |
| Christensen, Alma, Litchville | Kelly, Eva, Dilworth, Minn. |
| Dufloth, Berdie, Alfred | |

| | |
|--|-------------------------------------|
| Kinley, Floraine, Pretty Valley, Sask., Canada | Olson, Mabel, Ada, Minn. |
| Kjelland, Alma, Valley City | Peake, Elizabeth, Valley City |
| Kramer, Sophia, Valley City | Peterson, Nina, Oakes |
| Krug, Letta, Valley City | Pfeifer, Helen, Cooperstown |
| Larson, Vivian, Fosston, Minn. | Pietz, Agnes, Hankinson |
| Lerstad, Agnes, Cottonwood, Minn. | Plummer, Letitia, Langdon |
| McFarland, Dorothy, Valley City | Pray, Frances, Valley City |
| McMillan, Corenne, Berlin | Qualheim, Lena, Northwood |
| Mahin, Oma, Tappen | Reimestad, Tilda, Cottonwood, Minn. |
| Mittun, Cora, Fosston, Minn. | Satrom, Alma, Galesburg |
| Moe, S. Agnes, Ada, Minn. | Simons, Lillie, Elysian, Minn. |
| Murray, Dulcie, New Leipzig | Sorum, Minnie, Hillsboro |
| Nelson, Eldrice, Larimore | Spangler, Anna, Jamestown |
| Nelson, Lydia, St. Paul, Minn. | Tewell, Edna, Ray |
| Nepstad, Frances, Oakes | Timm, Mary, Tappen |
| Nolan, Vivian, Bonnie View | Van Arnam, Hazel, Wahpeton |
| | Williamson, Isabel, Glasston |

Class Pupils in Voice

Mr. Woodhams

| | |
|---|--------------------------------------|
| Aas, Agnes, Valley City | Gauche, Marguerite, Oriska |
| Buchwitz, Sarah, Hurdsfield | Hand, Grace, Valley City |
| Clemmons, Florence, Barron, Wis. | Harvey, Bonna, Devils Lake |
| Cook, Mabel, Tenney, Minn. | Hoflen, Pearl, Rutland |
| Coomb, Muriel, Sherwood | Hohaus, Ida, Forman |
| Conner, Grace, Mound | Holmgren, Hazel, Breckenridge, Minn. |
| Davidson, Eda, Valley City | Lindsay, Beatrice, Pembina |
| Dutee, Rae, Warwick | McCaul, Velna, Ayr |
| Ellis, Sara, Valley City | McKinney, Isabel, McHenry |
| Erickson, Irene, Whitewater, Mont. | McMullen, Catherine, Valley City |
| Ericsson, Anna, Braiperd, Minn. | Miller, Henrietta, Alexandria, Minn. |
| Esteinsen, Clara, Ada, Minn. | Stevning, Olga, Stephen, Minn. |
| Foess, Ruth, Towner | Streib, Esther, New Salem |
| Frederickson, Agnes, Thief River Falls, Minn. | Williams, M. Leslie, Lawton |

Violin Pupils

Mr. Froysaa

| | |
|---------------------------------|--------------------------------|
| Bemis, Cecyl, Plummer, Minn. | Lowe, Leta, Ashley |
| Black, Laura, Grand Forks | McCaul, Ben, Ayr |
| Brown, Dorothy, Valley City | Maresh, James, Valley City |
| Colony, Merle, Cathay | Nelson, Lydia, St. Paul, |
| Combs, James, Valley City | Minn. |
| Crain, E. P., Valley City | Olson, Paul, Valley City |
| Davidson, Clarence, Valley | Oppegaard, Carl, Valley City |
| City | Patterson, Erie, Rolla |
| Davidson, Walter, Valley City | Raabe, Faye, Hofflund |
| Deem, George, Valley City | Rae, Catherine, Dunseith |
| Drexler, Grace, Brainerd, Minn. | Rae, Marie, Dunseith |
| Englert, Robert, Valley City | Reimestad, Tilda, Cotton- |
| Fattig, Wilbur, Valley City | wood, Minn. |
| Finley, Ida, Pillsbury | Riordan, Emma, Devils Lake |
| Finney, Ross Lee, Valley City | Rosberg, Lulah, Underwood |
| Finney, Theodore, Valley City | Sebastian, Henrietta, Freder- |
| Flora, Frank, Valley City | icktown, Mo. |
| Hein, Wilhelmina, Hankinson | Slaughter, Rosella, Stanley |
| Hitt, Fern, Brainerd, Minn. | Stevning, Olga, Stephen, Minn. |
| Horstmeyer, Edith, Hazelton | Taylor, Clair, Valley City |
| Jones, Catherine, Hankinson | Westergaard, Jeanette, Valley |
| Kelly, Eva, Dilworth, Minn. | City |
| Krug, Letta, Valley City | Wienecke, Veronica, Loma |
| LaQua, Priscilla, Hankinson | Wilds, Carlton, Valley City |
| Larson, Florence, Valley City | Wilds, Marie, Valley City |
| Larson, Hilma, Valley City | Winterer, Harriet, Valley |
| Leonard, Mabel, Flasher | City |

Violin Class Pupils

Mr. Froysaa

| | |
|---------------------------------|--------------------------------|
| Anderson, Florence, Manfred | Fedje, Ella, Milnor, |
| Anderson, Waldemar, Kerk- | Idtse, Ella, Valley City |
| hoven, Minn. | Kueber, Florence, Petersburg |
| Carlson, Nellie, Forman | Miller, Henrietta, Alexandria, |
| Dooley, Florence, Mandan | Minn. |
| Drew, Marion, McVile | Nichols, Alma, Ypsilanti |
| Drexler, Grace, Brainerd, Minn. | Nolan, Vivian, Bonnie View |
| Erickson, Irene, Whitewater, | Olsby, Borghild, Valley City |
| Mont. | Olson, Alice, Crookston, Minn. |

Olson, Mabel, Ada, Minn.
 Opdahl, Marie, Manfred
 Peterson, Iris, Valley City
 Ruemler, Louis, Buchanan
 Seger, Alice, Mercer
 Smith, George, Underwood

Storey, Minnie, Flasher
 Swartout, Grace, Valley City
 Talbott, Florence, Hillsboro
 Truelson, Olivette, Belfield
 Wiley, Alberta, Steele

Violin Pupils

Miss Hitt

Fearing, Mrs. P., Valley City
 Fedje, Ella, Milnor
 Gad, Aaron, Valley City
 Gassman, Joseph, Valley City
 Horstmeyer, Edith, Hazelton
 Jervino, Salvatore, Valley City

Kelly, Edward, Valley City
 Krogh, Ralph, Valley City
 Kuhrey, Louis, Valley City
 Westergaard, Jeanette, Valley
 City

Violin-Class Pupils

Miss Hitt

Bakken, Genevieve, Valley
 City
 Black, Laura, Grand Forks
 Cook, Amanda, White Earth
 Englert, Robert, Valley City
 Halloran, Tessie, Walhalla
 Kasper, Sula, Courtenay
 Kinley, Floraine, Pretty Val-
 ley, Sask., Canada

Kretschmann, Anna, Hankin-
 son
 Langton, Mabel, Pembina
 Lindsay, Beatrice, Pembina
 McCaul, Audie, Ayr
 Magee, Aileen, Dawson
 Mikkelson, Arthur, Valley
 City
 Peterson, Edna, Marion

Piano Pupils

Mrs. Wright

Burgum, Ollie, Arthur
 Chambard, Marguerelle, Val-
 ley City
 Drew, Marion, McVile
 Dufloth, Berdie, Alfred
 Eberhardt, Inaroez, Anamoose
 Eggee, Cora, Valley City
 Erickson, Irene, Whitewater,
 Mont.

Gilles, Evalyn, Minneapolis,
 Minn.
 Halvorson, Ruby, Sanborn
 Harper, Helen, Valley City
 Jacobson, Effie, Valley City
 Jones, Catherine, Hankinson
 King, Beazie, Donnybrook
 Larson, Hilma, Valley City
 Leonard, Mabel, Flasher

| | |
|--------------------------------------|-------------------------------|
| Lerstad, Agnes, Cottonwood, Minn. | Olson, Frances, Valley City |
| Lowry, Dorothy, Harvey | Orr, Gertrude, Cando |
| Lybeck, Anna, Valley City | Peterson, Nina, Oakes |
| McFarland, Dorothy, Valley City | Redmon, Mabel, Ray |
| McFarland, Pauline, Valley City | Ritter, Edna, Valley City |
| Marchand, Alice, Oriska | Rutherford, Ellen, Sheldon |
| Meyer, Octa, Valley City | Simpson, Loretta, Valley City |
| Nelson, Della, Valley City | Skorpen, Agnes, Valley City |
| Nelson, Ednah, Cooperstown | Solberg, Myrtle, York |
| Nelson, Lydia, St. Paul, Minn. | Stull, Harriette, Valley City |
| Nepstad, Frances, Oakes | Taylor, Inez, Valley City |
| Olson, Agnes, Marion | Widdifield, Gertrude, Leal |
| | Williams, Leslie, Lawton |
| | Zetterberg, Jean, Valley City |

Normal Training Pupils

Mrs. Wright

| | |
|---|-------------------------------|
| Chambard, Marguerelle, Val- ley City | Jones, Catherine, Hankinson |
| Eggee, Cora, Valley City | King, Beazie, Donnybrook |
| Hamilton, Esther, Valley City | Larson, Hilma, Valley City |
| Jacobson, Effie, Valley City | Skorpen, Agnes, Valley City |
| | Stull, Harriette, Valley City |

Piano Class Pupils

Mrs. Wright

| | |
|--------------------------------------|------------------------------------|
| Bakken, Genevieve, Valley City | Gilbertson, Carrie, Valley City |
| Bakken, Myrtle, Valley City | Giselius, Evelyn, Valley City |
| Carroll, Helen, Valley City | Hackbarth, Lillian, Valley City |
| Christopherson, Ruth, Valley City | Halvorson, Alice, Valley City |
| Coleman, Bernice, Valley City | Hoffman, Bertha, Valley City |
| Coléman, Ethel, Valley City | Hoiland, Jeanette, Valley City |
| Davidson, Edna, Valley City | Holm, Irene, Valley City |
| Davidson, Mildred, Valley City | Jorgenson, Carrie, Valley City |
| Deem, Grace, Valley City | Lindblad, Alma, Valley City |
| Earley, Florence, Valley City | Myhro, Elsie, Valley City |
| Ellis, Olive, Valley City | Myhro, Margaret, Valley City |
| | Nelson, Selma, Valley City |
| | Olson, Elfleda, Valley City |

| | |
|-----------------------------------|------------------------------|
| Pagel, Herschel, Valley City | Swartout, Grace, Valley City |
| Peterson, Eva, Valley City | Witter, Alice, Valley City |
| Sorgenfrei, Clarinda, Valley City | Wright, Sara, Valley City |

Piano Pupils

Mr. Olsson

| | |
|--------------------------------------|--|
| Bolmeier, Esther, Erie | Luther, Helen, Alice |
| Buchwitz, Ruth, Hurdsfield | McGinnity, Mabel, Thief River Falls, Minn. |
| Buckwalter, Kenneth, Valley City | McLeod, Rose, Belfield |
| Cowell, Vera, Valley City | Maasjo, Edith, Fingal |
| Currie, Nell, Bridger, Mont. | Macpherson, Ethel, St. John |
| Dutee, Rac, Warwick | Magee, Aileen, Dawson |
| Earle, Gladys, Perth | Ness, Vera, Wahpeton |
| Finney, Nathaniel, Valley City | Noyes, Fanny, Cogswell |
| Finney, Ross Lee, Valley City | Owens, Vaughn, Rolette |
| Fjeldehaug, Manda, Valley City | Peterson, Iris, Valley City |
| Flora, Elbert, Valley City | Petrek, Helen, Kensal |
| Gates, Dorothy, Berlin | Randall, Hazel, Cogswell |
| Gibson, Lettie, Globe, Ariz. | Reed, Ruth, Litchville |
| Gorder, Evelyn, Starbuck, Minn. | Reep, Ella, Thief River Falls, Minn. |
| Granger, Florence, Valley City | Rodewald, Marion, Valley City |
| Greenen, Anna, Valley City | Schuette, Ethel, Tower City |
| Halvorson, Eugene, Valley City | Schulz, Martha, Bordulac |
| Hammerstad, Clara, Edinburg | Seymour, Allison, Valley City |
| Hansen, Anna, Valley City | Simons, Lillie, Elysian, Minn. |
| Harvey, Bonna, Devils Lake | Simonson, Agnes, Finley |
| Heaton, Veva, Brittin | White, Marion, Valley City |
| Holmgren, Hazel, Breckenridge, Minn. | White, Nathan, Valley City |
| Keach, Edith, Fredericktown, Mo. | Woll, Lena, Barnes |
| | Wolf, Lois, Valley City |

Piano Pupils

Miss Healy

| | |
|------------------------------|--------------------------------|
| Aas, Agnes, Valley City | Bilstad, Mabel, Crosby |
| Barnes, Helen, Valley City | Blume, Mrs. J. W., Valley City |
| Beernink, Marjorie, Goodrich | Bonhus, Laila, Valley City |
| Belquist, Ora, Cathay | |

Burgum, Marjorie, Arthur
Busdicker, Arthur, Valley
City
Christensen, Alma, Litchville
Dvorak, Marie, Sanger
Erstrom, Helen, Fargo
Featherstone, Nancy, Valley
City
Gates, Anna, Valley City
Gunderson, Theoline, Buxton
Halvorson, Ruby, Sanborn
Helferty, Kenneth, Monango
Jones, Catherine, Hankinson
Jones, Francis, Valley City
Kelly, Eva, Dilworth, Minn.
Kramer, Sophia, Valley City
Krug, Dorothy, Valley City
Larson, Hilma, Valley City
Lee, Hans, Valley City
Leonard, Mabel, Flasher
Lockwood, Della, Valley City
Lund, Rhea, Valley City
Lundin, Enola, Sentinel Butte
McCaul, Audie, Ayr
McCaul, Velna, Ayr
Mason, Oscar, Valley City
Meachem, Marion, Underwood

Odegard, Gladys, Grand Forks
Olson, Gladys, Esmond
Orn, Lillie, Stirum
Palmer, Jessie, Valley City
Peterson, Nina, Oakes
Prakel, Clara, Robinson
Raabe, Faye, Hofflund
Rambey, Walter, Valley City
Ritchie, Mary K., Valley City
Ritchie, Thomas, Valley City
Rossing, Earl, Midway
Shively, Agnes, Cando
Solberg, Myrtle, York
Spangler, Anna, Jamestown
Spicer, Maysell, Valley City
Standal, Millie, Enderlin
Stern, Grace, Valley City
Stewart, Edna, Dunseith
Stiles, Irene, Valley City
Van Houten, Delphine, Valley
City
Wallace, Bessie, Valley City
Walker, May, Valley City
Warne, Emma, Norwich
Williamson, Isabel, Glasston
Winterer, Harriet, Valley City

Piano Pupils

Miss Wright

Barlow, Katherine, Washburn
Barr, Lydia, Valley City
Barr, Myrtle, Page
Bergan, Verna, Valley City
Buri, Milbank, S. Dak.
Carlson, Effie, Finley
Connolly, Genevieve, Hensler
Dyrdahl, Signe, Valley City
Easton, Lucille, Kintyre
Elton, Olga, Audubon, Minn.
Fedorenka, Cassie, Kief
Field, Marie, Valley City
Hedstrum, Laura, Valley City

Kallberg, Emma, Valley City
Legge, Gudrid, Sheldon
McKinney, Isabel, McHenry
Nepstad, Frances, Oakes
Rice, Helen, McCanna
Ritterman, Gertie, York
Rockswold, Elsie, Valley City
Sebastian, Mary, Frederick-
town, Mo.
Selbo, Clara, Valley City
Simonson, Marie, Finley
Tonney, Katherine, Valley City

TRAINING SCHOOL

Junior High School—Third Year

| | | |
|-------------------|---------------------|-------------------|
| Anderson, Charles | Finney, Nathaniel | Maresh, James |
| Bakken, Erling | Garrett, Ada | Taylor, Inez |
| Bettin, Elsie | Harper, Helen | Tenney, Katherine |
| Codding, Walter | McFarland, Pauline | Wiggen, Harold |
| Earley, Eleanor | McMullen, Catherine | |

Second Year

| | | |
|--------------------|---------------------|-------------------|
| Asp, Myrtle | Gray, Charlotte | Nuernberg, Minnie |
| Benzinger, Stella | Hackbarth, Lillian | Oberg, Florence |
| Boyd, Burton | Harding, Roy | Peterson, Alma |
| Carroll, Helen | Kittelson, Clarence | Peterson, Eva |
| Combs, James | Krueger, Lillian | Reidman, Rosie |
| Combs, Lee | Lee, Ellen | Rood, Oscar |
| Corby, Gordan | Lee, Hans | Rust, Anna |
| Davidson, Clarence | Maynard, Frances | Sad, Johanna |
| Davidson, Esther | Myhro, Margaret | Sebby, Clara |
| Downs, Ruth | Newbauer, Delois | Skoglund, Mabel |
| Ellis, Olive | Newberger, John | Soroos, Adolf |
| Fenstad, Palma | Nielson, Anna | Squires, Cecelia |

First Year

| | | |
|----------------------|--------------------|-----------------------|
| Bakken, Leonard | Halverson, Alice | Reidman, Kenneth |
| Barr, Irene | Hoffman, Eda | Shrum, Chester |
| Bettin, Julius | Hoiland, Jeanette | Sorgenfrei, Clarendia |
| Bonhus, Jorgen | Holm, Rolland | Sortland, Hjelmar |
| Bonhus, Ruth | Jacobson, Osvald | Sortland, Oscar |
| Bouton, Mable | Jorgenson, Carrie | Taylor, Clair |
| Christopherson, Ruth | McMullen, Lucretia | Wright, Mary |
| Dahl, David | Maresh, Andy | Wright, George |
| Early, Florence | Nelson, Josephine | Wright, Samuel |
| Englert, Beatrice | Nelson, Selma | |
| Feldmann, Alfred | Olson, Frances | |
| Feldmann, Milton | | |

Sixth Grade

| | | |
|------------------|------------------|------------------|
| Ayers, Loren | Dahlgren, Mable | Ferguson, Hugh |
| Berg, Walter | Davidson, Victor | Finney, Ross Lee |
| Bouton, Clifford | Fattig, Wilbur | Flora, Frank |
| Corby, Evelyn | Feldmann, Arthur | Garrett, Kenneth |

| | | |
|--------------------|-------------------|-----------------|
| Gilbertson, Carrie | McClure, Floyd | Rapp, Malcolm |
| Halladay, Rosey | Meinhardt, John | Riedman, Alice |
| Harrison, Gertrude | Meinhardt, Harold | Rold, Morton |
| Helferty, Kenneth | Nelson, Mary | Skorpen, Judith |
| Jacobson, Arthur | Newbauer, Grace | Smith, Charles |
| Johnston, Arthur | Newberger, Frank | Soroos, Esther |
| Jorgenson, Leslie | Olsby, Manly | Yoho, Emma |
| Lee, Richard | Olsby, Oscar | |

Fifth Grade

| | | |
|-----------------|------------------|--------------------|
| Anderson, Clara | Coleman, Bernice | Erickson, Hattie |
| Barton, Gladys | Dehn, Leona | Olson, Paul |
| Carr, Agnes | Elstrom, Wilfred | Thompson, Margaret |

Fourth Grade

| | | |
|-------------------|------------------|-----------------|
| Bakken, Genevieve | Garrett, Edith | Reidman, Evalyn |
| Bouten, Viola | Jacobson, Ernest | Reidman, Inez |
| Corby, Helen | Lampman, Donald | Rold, Vera |
| Davidson, Edna | McClure, Arthur | Sad, Viola |
| Deem, George | Myhro, Elsie | Shrum, Robert |
| Earley, James | Nelson, Jennie | Soroos, Ralph |
| Eckel, James | Nelson, Roy | Swenson, Alvin |
| Fenstad, Margaret | Pagel, Herschel | |

Third Grade

| | | |
|--------------------|-------------------|--------------------|
| Bakken, Bernice | Flora, Elbert | Quello, Alta |
| Barr, Russell | Hirt, Ray | Rader, Earl |
| Bettin, Clarence | Johnston, Grace | Rader, Grant |
| Bright, John | Lampman, Lillian | Seymour, Millicent |
| Carroll, Catherine | McClure, Margaret | Smith, Helen |
| Davidson, Ruby | Mickelson, Arthur | Soroos, Alpha |
| Englert, Hamilton | Nelson, Orvin | Taylor, Leland |
| Englert, Robert | Olson, Harry | Thompson, Dick |
| Feldmann, Florence | Olson, Lenhard | Wright, Sarah |

Second Grade

| | | |
|-------------------|-------------------|-------------------|
| Barton, Jane | Hagenston, Lloyd | Pederson, Marie |
| Coleman, Ethel | Hirt, Rachel | Reidman, Edward |
| Davidson, Mildred | Hoffman, Bertha | Rold, Clifford |
| Dahlgren, Alvin | Hoffman, Edna | Smith, Grenville |
| Dehn, Marvin | Hoffman, Lawrence | Thompson, Russell |
| Ferguson, James | Holm, Irene | Vagle, Corin |
| Ferguson, Leonard | Olson, Elfleda | |

First Grade

| | | |
|--------------------|---------------------|---------------------|
| Andrews, Roberta | Ferguson, Marjorie | Oppegaard, Juliette |
| Arndt, Ehardt | Hagenston, Esther | Rold, Harold |
| Bettin, Larry | Hoffman, Lydia | Rood, Eddie |
| Brady, Rosamond | Isensee, Robert | Rood, Marie |
| Busdicker, Ruth | Johnson, Charles | Smith, Claire |
| Cannon, Rose | Kleinschmidt, Roger | Schmidt, Margaret |
| Davidson, Frances | Mickelson, Bjarne | Vagle, Roland |
| Dahlgren, Ora | Murphy, Gordon | Yoho, Iris |
| Featherstone, Paul | Olson, Velna | |

Kindergarten—Table No. 1

| | | |
|------------------|----------------|---------------------------|
| Fritch, Elton | Olson, Woodrow | Weismann, Margue- rite |
| Hoar, Myrl | Peterson, Jane | |
| Jacobson, Evelyn | Riedman, Henry | Wemett, Lynn |
| Jensen, Anna | Shrum, James | Woodhams, Betty |
| Mair, Janet | Stern, Leonard | |

Table No. 2

| | | |
|---------------------|--------------------|---------------------|
| Grady, Virginia | Herrick, Geraldine | Taylor, Ruth |
| Gunderson, Eleanor | Karshner, Rebecca | Van Houten, Hallock |
| Gunderson, Jessie | Kvilang, Leonard | Zimmerman, Bruce |
| Gunderson, Margaret | Pagel, Dorwin | |
| Hansen, Hermione | Spalding, Arthur | |

Table No. 3

| | | |
|---------------------|-------------------|-------------------|
| Aamoth, Gordon | Dwight, Mirian | Pederson, Russell |
| Arnsdorf, Aileen | Harrison, Orville | Rowley, Elizabeth |
| Blumensaat, Everett | Hubbard, Helen | Smith, Areeta |
| Brody, Donald | Isensee, Lorne | Zabel, Lowell |
| Dahlgren, Grace | Otto, Corinne | Anderson, Laura |

CALENDAR

Fall Term 1918

| | |
|--------------------------------|-----------------------|
| Registration | Tuesday, October 1 |
| Class Organization..... | Wednesday, October 2 |
| Dramatic Contest..... | Tuesday, November 26 |
| Thanksgiving | Thursday, November 28 |
| Dramatic Club Production | Monday, December 9 |
| Fall Term closes..... | Friday, December 20 |

Winter Term 1919

| | |
|----------------------------------|---------------------|
| Registration | Thursday, January 2 |
| Class Organization | Friday, January 3 |
| Brownson Societies Contest | February 12 to 15 |
| Final Inter-Society Debate | Tuesday, March 18 |
| Winter Term closes | Wednesday, March 26 |

Spring Term 1919

| | |
|---|-------------------------------|
| Registration | Tuesday, April 1 |
| Class Organization | Wednesday, April 2 |
| Frances Memorial Oratorical Contest | Tuesday, April 22 |
| Eighteenth Junior Exhibition | Monday, April 28 |
| Arbor Day | As Designated by the Governor |
| Memorial Day | Friday, May 30 |
| Second Production by the Dramatic Club..... | Monday, June 2 |
| Term closes | Friday, June 26 |

Commencement Week

| | |
|------------------------------------|------------------------------|
| Senior Sermon | Sunday evening, June 15 |
| Training School exercises | Monday evening, June 16 |
| Class Day Exercises | Wednesday Afternoon, June 18 |
| Herrick Trophy Contest | Wednesday, 7 P. M., June 18 |
| Annual Music Recital | Wednesday Evening, June 18 |
| Alumni Reception and Banquet | Thursday, June 19 |
| Commencement Exercises..... | Friday, June 20 |

Summer Term 1919

| | |
|-----------------------------|-------------------------------------|
| Term Opens | Thursday, June 26 |
| Term Closes | Wednesday, August 6 |
| Teachers' Examinations..... | Thursday and Friday, August 7 and 8 |

Education---Productive Power

President McFarland

You will not have to investigate far, study much, nor observe widely to become convinced that among all varieties of races, under all conditions of climate, natural resources, location, economic and social environment, educated people produce much, amass wealth, enjoy comforts, while uneducated people under similar conditions produce little and save less: If Massachusetts gives \$12,000,000 more to schools and her better-educated citizens produce \$403,000,000 more per year, what a profit on her investment in education! Similar results will be observed if you compare the statistics of Texas, Wisconsin, California, or other states.

The relation of productive power to education is shown by the enormously increased rate of production that has come about everywhere since education became generally diffused. In our country as a whole, from 1492 to 1860, three hundred sixty-eight years, the people produced \$514 per capita. By this time education had greatly multiplied, and from then, 1860 to 1904, forty-four years, it increased to \$1318 per capita. The production of illiterate countries is not increasing in this ratio. There must be an intimate relation between education, and production and wealth. * * * * Do not these statistics convince that education is investment, that it pays a big return in finance as well as in efficiency and service?

In the field of teaching the facts are of the past. The returns upon education for teaching as well as for other professions, in the reconstruction of the world following the present great holocaust of war, will be many times greater. There will be calls beyond number for training and efficiency. The opportunity of service will be great and the rewards thereof beyond anything in human experience.



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School Attendance a Patriotic Duty

A national claim is laid upon the heart of every parent, teacher and school administrator to see that every child of school age is enrolled in the schools this autumn. They should do this as a patriotic duty. Our country's claim upon them will be satisfied with nothing less. The high value we place upon the future will not tolerate that we shall be derelict in exerting influence in this direction.

Never in the history of the world was the child so much an asset as now. As we approach the opening of schools, in rural communities as well as town, attention should be called to the value of the child as a national asset. The child of today is the man of tomorrow; the leader of the day after. But only by thorough education is the child fitted for the leadership which the world will fix upon him. His body must grow and strengthen. His mind should be developed, broadened and trained; his moral character made resolute and vibrant. What a responsibility is laid upon the teacher to do this noble work. More and more the teacher who does this work is to be recognized and rewarded.

More than ever the world is depending upon trained leadership. A great general of this modern war tells us that one trained officer is worth ten privates. The military field is no exception. To himself the college man is worth in a life time on the average twenty thousand dollars more than the high school graduate. This is good compensation for the four years in college. We look to our schools and colleges for this leadership. Every child in North Dakota, on farm or in village, should be satisfied with nothing less than a high school education and secure much more if possible. Schools and teachers should be busier in times of war than in times of peace.

By George A. McFarland.